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AUTHOR	Sugai, George; And Others
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ABSTRACT

This module, which is one in a series of training packages intended to train educators working with handicapped adolescents and young adults in correctional settings, deals with developing a curriculum for providing the direct interventionist approach to instruction; assessment and evaluation; factors influencing curriculum decisions, curriculum management; and considerations in developing reading, mathematics, communication and language, career and vocational, and functional living skills curricula. The module includes instructional design specifications (module title, competency statement, rationale statement, prerequisites); module objectives; evaluation procedures and criteria, learning activities and alternatives; a content outline; references; handouts; overhead transparency masters; and a training evaluation form. (MN)

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C/SET

CORRECTIONAL/SPECIAL EDUCATION TRAINING PROJECT

TEACHER TRAINING MODULE #6:

CURRICULUM FOR EXCEPTIONAL INDIVIDUALS

Prepared by: Dr. George Sugai
University of Oregon

Editor: Dr. Mark Poslusznу
State University College
of New York @Buffalo

Technical
Editor: Jo'lene Ralston
Arizona State University

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PROJECT DIRECTOR

Dr. Robert B. Rutherford Jr.
Department of Special Education
Arizona State University
Tempe, Arizona 85287
(602) 965-1450

COORDINATOR OF INSERVICE CURRICULUM

Dr. C. Michael Nelson
Department of Special Education
University of Kentucky
Lexington, Kentucky 40506
(606) 257-7925

COORDINATOR OF PRESERVICE CURRICULUM

Dr. Bruce I Wolford
Department of Correctional Services
College of Law Enforcement
Eastern Kentucky University
Richmond, Kentucky 40475-0957
(606) 622-3636

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INTRODUCTION

This module is one in a series of training packages that have been designed for working with the handicapped adolescent and young adult in correctional settings. This particular module focuses on the Curriculum for Exceptional Individuals. The complete set of C/SET Training Modules includes information on the following topics:

Module 1:	Correctional Education/The Criminal Justice System
Module 2:	Characteristics of Exceptional Populations (Juvenile and Adult)
Module 3:	Overview of Special Education
Module 4:	Overview of PL 94-142 and IEPs
Module 5:	Assessment of Exceptional Individuals
Module 6:	Curriculum for Exceptional Individuals
Module 7:	Instructional Methods and Strategies
Module 8:	Vocational Special Education

MODULE COMPONENTS

This module has been designed as a self-contained training package. It contains all the information and materials necessary to conduct training. Additional information and materials can be included at the discretion of the trainer.

Instructional Design Specifications. This cover page includes the following information:

- Module Title
- Competency Statement
- Rationale Statement
- Prerequisites

Module Objectives

Evaluation Procedures and Criteria

Learning Activities and Alternatives

Content Outline

References

Handouts

Overhead Transparency Masters

Training Evaluation Form

RECOMMENDED PREPARATION PROCEDURES

1. Review Materials. The trainer should thoroughly review the entire package and become familiar with the content of each component.

2. Conduct Needs Assessment.
   a. Type in the name and address of the trainer on the Needs Assessment Form.
   b. Duplicate the form and distribute to participants well in advance of the established training date(s).
   Note: Each item on the Needs Assessment Form corresponds to a major unit or section of the Content Outline as designated by a number, decimal, and a zero (e.g., 1.0, 2.0, 3.0). As such, each needs assessment question represents a very broad content area.

   A trainer may design a more specific needs assessment instrument by formulating questions related to subsections of the Content Outline. This is recommended when there is a specific pre-determined focus for training or when there is a limited amount of time for training.

3. Review the completed Needs Assessment Forms.

4. Select the topics/content to be presented.

5. Formulate objectives for the training sessions. The major objectives are listed on the Module Objectives pages(s). In situations where the training is more highly focused, the trainer should formulate more specific objectives.

6. Determine evaluation instruments and procedures. Evaluation procedures and questions corresponding to the objectives are listed in the Evaluation Procedures and Criteria section. Additional evaluation questions should be developed in situations where additional or more specific objectives have been formulated.

7. Determine learning activities.
   a. Review the Content Outline section and select the content to be presented.
   b. Review the Learning Activities section and prepare learning activities that relate to the objectives.
   Note: It is recommended that the format of the training session include frequent participant activities in addition to a traditional lecture presentation. For maximum effectiveness the trainer should change the format of the session at least every 30 minutes. In most cases this will require the development of additional learning activities.

8. Prepare overhead transparencies.
   a. Select and make overhead transparencies that will be used in the training session.
   b. Additional transparencies should be developed by the trainer when specific information needs to be emphasized.

c. In some cases the trainer may need to enlarge the transparencies when the training session will be conducted in a large room. Some transparencies will need to be separated where two have been placed on a page.

9. Prepare handouts
   a. Select and duplicate handouts.
   b. Additional handouts and materials for activities should be developed as needed.

DELIVERY OF MODULE TRAINING

The following is a list of recommendations for trainers relating to the delivery of module instruction.

1. Select a site conducive to training by considering the following:
   a. adequate size
   b. temperature control
   c. ventilation
   d. acoustics

2. Provide comfortable, moveable chairs and a hard writing surface for each participant.

3. Begin with a welcome and introduction of yourself. Include information on your background, training, and experience.

4. Explain the purpose of training.
   a. Provide a rationale (see Instructional Design Specifications section).
   b. Display and/or distribute a copy of the objectives the participants are expected to meet.
   c. Provide participants with a content outline listing the major and secondary level topics to be presented.

5. Explain the evaluation procedures to the participants.

6. It is recommended that the trainer provide a 10-minute break each hour. If the training session is to span the normal lunch period, provide at least 90 minutes. Access to refreshments during the training period is recommended.

7. Inform participants of the time-frame you intend to follow.

8. Periodically summarize the information you have presented.

9. Encourage participants to ask questions, ask for clarification, and/or ask for additional examples.

TRAINING EVALUATION

At the conclusion of the training session(s), ask t rticipants to complete the Training Evaluation Form.

C/SET Module #6: CURRICULUM FOR EXCEPTIONAL INDIVIDUALS

Purpose: This module has been designed to meet the needs of individuals with a broad range of skills and experiences. Therefore, not all training sections and components may be appropriate for you. To determine your training needs and to make our training more efficient and effective, please complete the following survey. Since we need this information to prepare for the actual training sessions, please return the survey as soon as possible to:

Instructions: Please rate each of the following items with one of the following indications:

1. High training priority ("Must be covered")
2. Medium training priority ("I could use the information")
3. Low priority ("Not needed or applicable")

TOPIC		RATING		
		High	Med.	Low
1.	A Direct Interventionist Approach	1	2	3
2.	Assessment and Evaluation	1	2	3
3.	Factors Affecting Curriculum Decisions	1	2	3
4.	Guidelines and Considerations for Managing Curriculum	1	2	3
5.	Introduction to Academic Curricula	1	2	3
6.	Reading Curriculum Considerations	1	2	3
7.	Math Curriculum Considerations	1	2	3
8.	Communication & Language Arts Considerations	1	2	3
9.	Career and Vocational Education Curriculum	1	2	3
10.	Curriculum Guidelines for Teaching Functional Living Skills	1	2	3

What other concerns, needs, or questions do you have regarding the topic covered in this module?

Other comments, concerns, recommendations.

PROGRAM: C/SET Training Module

MODULE: Curriculum for Exceptional Individuals

COMPETENCY: Upon completion of Module #6, the participant will be able to select, design, and adapt curriculum for handicapped juvenile and adult offenders.

RATIONALE: For many correctional institutions, there is an overrepresentation of handicapped juvenile and adult offenders. It is estimated that up to 30% of inmate populations are handicapped. although correctional education programs are offered in the vast majority of correctional facilities, these programs often do not meet the needs of handicapped offenders. A critical aspect of an appropriate education is the selection/design of an individualized curriculum for the student. Given the legal mandates to serve handicapped juveniles, it is important that correctional educators have the skills necessary to design appropriate individualized curricula.

PREREQUISITES: It is recommended that participants have a working knowledge of the information presented in C/SET Training Modules #1-#5.

UPON COMPLETION OF THIS MODULE, PARTICIPANTS SHOULD BE ABLE TO:

1.0 DIRECT INTERVENTIONIST APPROACH

1.1 DEFINE "CURRICULUM" AND "INSTRUCTION."

1.2 DESCRIBE THE CHARACTERISTICS OF A DIRECT INTERVENTIONIST APPROACH TO INSTRUCTION AND CURRICULUM DECISION-MAKING.

2.0 ASSESSMENT AND EVALUATION

2.1 DESCRIBE THE TWO FORMS OF ASSESSMENT AND EVALUATION.

2.2 DESCRIBE THE PURPOSE AND APPLICATION OF DATA-BASED DECISION-MAKING IN INSTRUCTION AND CURRICULUM EVALUATION.

2.3 DESCRIBE THE FOUR LEVELS OF EVALUATION.

3.0 DESCRIBE THE FACTORS AFFECTING CURRICULUM DECISIONS

3.1 DESCRIBE GUIDELINES AND CONSIDERATIONS FOR SELECTING CURRICULUM.

4.0 GUIDELINES AND CONSIDERATIONS FOR MANAGING CURRICULUM

4.1 DESCRIBE GUIDELINES AND CONSIDERATIONS FOR SELECTING CURRICULUM.

4.2 DESCRIBE CONSIDERATIONS FOR PURCHASING COMMERCIALLY PREPARED MATERIALS.

4.3 DESCRIBE GUIDELINES AND CONSIDERATIONS FOR ADAPTING CURRICULULM.

4.4 DESCRIBE GUDIELINES AND CONSIDERATIONS FOR DEVELOPING TEACHER-MADE CURRICULUM.

6.0 READING CURRICULUM CONSIDERATIONS

6.1 DESCRIBE READING CURRICULUM GOALS.

6.4 DESCRIBE CONSIDERATIONS IN EVALUATING READING CURRICULUM.

6.5 EXPLAIN THE DIFFERENCE BETWEEN "LEARNING TO READ" AND "READING TO LEARN."

6.5.2 DESCRIBE CONSIDERATIONS IN EVALUATING READING-RELATED VOCABULARY CURRICULUM.

6.5.3 DESCRIBE CONSIDERATIONS FOR DEVELOPING COMPREHENSION-RELATED CURRICULUM.

6.5.4 DESCRIBE CONSIDERATIONS FOR DEVELOPING READING-RELATED STUDY SKILLS CURRICULUM.

7.0 MATH CURRICULUM CONSIDERATIONS

7.2 DESCRIBE BASIC CONTENT AREAS OF A MATH-RELATED CURRICULUM.

7.3 DESCRIBE CONSIDERATIONS AND GUIDELINES FOR SELECTING, ADAPTING, AND DEVELOPING MATH-RELATED SKILLS CURRICULUM.

8.0 COMMUNICATION AND LANGUAGE ARTS CURRICULUM CONSIDERATIONS

8.1 DESCRIBE CONSIDERATIONS AND GUIDELINES FOR SELECTING AN ORAL COMMUNICATIONS CURRICULUM.

8.2 DESCRIBE CONSIDERATIONS AND GUIDELINES FOR DEVELOPING A LISTENING SKILLS CURRICULUM.

8.4 DESCRIBE CONSIDERATIONS AND GUIDELINES FOR DEVELOPING A WRITING SKILLS CURRICULUM.

9.0 CAREER AND VOCATIONAL EDUCATION CURRICULUM CONSIDERATIONS

9.1 DESCRIBE CONSIDERATIONS FOR DEVELOPING A CAREER AND VOCATIONAL EDUCATION CURRICULUM.

9.2 DESCRIBE GUIDELINES FOR MAKING VOCATIONAL CURRICULUM DECISIONS.

9.3 DESCRIBE CONSIDERATIONS FOR SELECTING, ADAPTING, AND DEVELOPING VOCATIONAL SKILLS CURRICULUM.

10.0 CURRICULUM GUIDELINES FOR TEACHING FUNCTIONAL LIVING SKILLS

10.1 DESCRIBE GUIDELINES FOR DEVELOPING A FUNCTIONAL LIVING SKILLS CURRICULUM.

10.2 DESCRIBE CONSIDERATIONS FOR DEVELOPING A PERSONAL AND INTERPERSONAL SOCIAL SKILLS CURRICULUM.

10.3 DESCRIBE A STRUCTURE FOR DEVELOPING A COMMUNITY-BASED SOCIAL SKILLS CURRICULUM.

PRE/POST TEST OF OBJECTIVES

1.0 DIRECT INTERVENTIONIST APPROACH

1.1 TRUE OR FALSE
CURRICULUM AND INSTRUCTION ARE THE SAME AND MAY BE USED INTERCHANGEABLY. EXPLAIN YOUR ANSWER.

1.2 THE DIRECT INTERVENTIONIST APPROACH TO INSTRUCTION IS CHARACTERIZED AS ACTIVE, RESPONSIBLE, FUNCTIONAL, AND

A. PERFORMANCE-BASED.
B. PROCESS ORIENTED.
C. DYNAMIC.
D. NON-DIRECTED.
E. A & C

2.0 ASSESSMENT AND EVALUATION

2.2 SUMMATIVE ASSESSMENT PROCEDURES

A. ARE THE SAME AS FORMATIVE ASSESSMENT PROCEDURES.
B. EMPHASIZE THE MEASUREMENT OF THE END OUTCOME OF LEARNING AND INSTRUCTION.
C. EMPHASIZE THE CONTINUOUS MEASUREMENT OF STUDENT PERFORMANCE.
D. EXAMINE THE COLLECTION OF BACKGROUND INFORMATION ABOUT A STUDENT.
E. A & D

2.3 "IF MIKE SCORES AT 65% OR LOWER FOR THREE CONSECUTIVE DAYS ON HIS VOCATIONAL EDUCATION ASSIGNMENTS, CHANGE INSTRUCTIONAL PROCEDURES." THIS STATEMENT IS AN EXAMPLE OF A(N)

A. FORMATIVE ASSESSMENT
B. BEHAVIORAL OBJECTIVE
C. DATA-BASED DECISION RULE
D. ERROR ANALYSIS
E. PHASE OF LEARNING

2.4 FOR EACH OF THE FOUR LEVELS OF ASSESSMENT, GIVE AN EXAMPLE OF AN ASSESSMENT PROCEDURE.

A. LEVEL ONE

B. LEVEL TWO

C. LEVEL THREE

D. LEVEL FOUR

3.0 FACTORS AFFECTING CURRICULUM DECISIONS

3.1 WHICH OF THE FOLLOWING IS/ARE CRITICAL COMPONENTS THAT MUST BE CONSIDERED IN PLANNING INSTRUCTION FOR THE HANDICAPPED ADOLESCENT AND YOUNG ADULT IN CORRECTIONAL SETTINGS?

A. STUDENT CHARACTERISTICS
B. TEACHER CHARACTERISTICS
C. SOCIAL ENVIRONMENT
D. SCHOOL OR EDUCATIONAL PLACEMENT
E. ALL OF THE ABOVE

4.0 GUIDELINES AND CONSIDERATIONS FOR MANAGING CURRICULUM

4.1 AFTER INSTRUCTIONAL TARGETS HAVE BEEN IDENTIFIED AND WRITTEN IN BEHAVIORAL OBJECTIVE FORMAT, LIST THREE QUESTIONS TEACHERS SHOULD ASK THEMSELVES ABOUT THE SELECTION AND USE OF CURRICULUM.

A.

B.

C.

4.1 WHEN DEVELOPING AND CONSIDERING ACADEMIC CURRICULUM FOR THE HANDICAPPED ADOLESCENT AND YOUNG ADULT, IT IS IMPORTANT TO CONSIDER

A. THE FUNCTIONAL VALUE OF THE CURRICULUM.
B. THE ABILITY TO INDIVIDUALIZE.
C. IF AN AGE-APPROPRIATE MOTIVATION SYSTEM IS PRESENT.
D. ALL OF THE ABOVE
E. A & C

4.2 WHAT BASIC QUESTIONS SHOULD TEACHERS ASK THEMSELVES IF COMMERCIALLY PREPARED MATERIALS ARE INADEQUATE FOR MEETING THE CURRICULUM AND INSTRUCTIONAL NEEDS OF THEIR STUDENTS?

4.2 WHEN ACQUIRING COMMERCIALLY PREPARED MATERIALS, A NUMBER OF QUESTIONS SHOULD BE ASKED. FOR EACH OF THE FOLLOWING HEADINGS, IDENTIFY THREE RELATED QUESTIONS.

A. PURCHASING INFORMATION

1.
2.
3.

BEST COPY AVAILABLE

B. INSTRUCTIONAL CONTENT

1.
2.
3.

C. IMPLEMENTATION

1.
2.
3.

D. EVALUATION

1.
2.
3.

4.3 TRUE OR FALSE
ASSUMING THAT A PIECE OF CURRICULUM IS INADEQUATE IN ITS COMMERICALLY PREPARED FORM, THE FIRST STEP IS FOR THE TEACHER TO PREPARE HIS/HER OWN CURRICULUM.

4.4 TRUE OR FALSE
FIRST AND FOREMOST, TEACHER-MADE MATERIALS SHOULD BE DESIGNED TO ELIMINATE THE LIKELIHOOD THAT THE STUDENT WILL MAKE ERRORS OR EXPERIENCE FAILURE.

6.0 READING CURRICULUM CONSIDERATIONS

6.1 BRIEFLY DESCRIBE HOW READING CURRICULUM GOALS ARE THE SAME AND DIFFERENT FOR ELEMENTARY AGED AND ADOLESCENT/YOUNG ADULT AGED STUDENTS.

6.4 WHEN TEACHING READING, IT IS IMPORTANT TO

A. TEACH READING AS AN INDEPENDENT ACADEMIC AREA.
B. AVOID PRESENTING VARIED READING ACTIVITIES.
C. TEACH READING BASED ON THE AVERAGE READING LEVEL OF THE STUDENT GROUP.
D. INCORPORATE A LANGUAGE EXPERIENCE APPROACH.
E. PROVIDE A LOW INTEREST-HIGH VOCABULARY CURRICULUM.

6.5 TRUE OR FALSE
THE FOCUS OF READING INSTRUCTION AND CURRICULUM FOR THE HANDICAPPED ADOLESCENT AND YOUNG ADULT IN CORRECTIONAL SETTINGS IS ON "LEARNING TO READ" RATHER THAN "READING TO LEARN."

6.5.3 LITERAL COMPREHENSION, MAINTENANCE AND RECALL OF INFORMATION, SEQUENCING, SUMMARIZING, AND INFERENCING ARE ALL EXAMPLES OF

A. SIMPLE READING SKILLS.
B. CRITICAL READING SKILLS.
C. A TASK ANALYSIS OF VOCABULARY COMPREHENSION SKILLS.
D. A & C
E. B & C

6.5.4 READING-RELATED STUDY SKILLS EMPHASIZE

A. READING STUDY SKILLS.
B. READING IN TEXTBOOKS.
C. LEARNING TO READ.
D. A & C
E. A & B

7.0 MATH CURRICULUM CONSIDERATIONS

7.2 LIST AT LEAST EIGHT OF THE TEN BASIC CONTENT AREAS OF A MATH RELATED CURRICULUM.

A.
B.
C.
D.
E.
F.
G.
H.

7.3 TRUE OR FALSE
IN MAKING MATH CURRICULUM DECISIONS, IT IS IMPORTANT TO INCORPORATE MATH SKILLS INTO A TOTAL LANGUAGE EXPERIENCE APPROACH.

7.3 WHEN SELECTING AND EVALUATING MATH CURRICULUM, NAME FOUR FACTORS THAT SHOULD BE CONSIDERED.

A.
B.
C.
D.

8.0 COMMUNICATION AND LANGUAGE ARTS CURRICULUM CONSIDERATIONS

8.1 ORAL COMMUNICATION SKILLS SHOULD BE TAUGHT:

BEST COPY AVAILABLE

A. IN AN INTERPERSONAL CONTEXT
B. EMPHASIZING THE WAYS THAT MEANING OR INFORMATION IS TRANSFERRED
C. IN A VARIETY OF CONDITIONS AND SITUATIONS
D. IN CONJUNCTION WITH LISTENING SKILLS
E. ALL OF THE ABOVE

8.2 LIST FOUR SKILL AREAS THAT SHOULD BE INCLUDED IN A LISTENING SKILLS CURRICULUM

A.
B.
C.
D.

8.4 TRUE OR FALSE
A WRITING SKILLS CURRICULUM SHOULD INCLUDE AND FOCUS ON ACTIVITIES DIRECTLY RELATED TO A STUDENT'S LIKELIHOOD OF SUCCESS IN HIS WORK, HOME, AND SCHOOL SETTINGS.

9.0 CAREER AND VOCATIONAL EDUCATION CURRICULUM CONSIDERATIONS

9.1 LIST THE FOUR AREAS THAT SHOULD BE CONSIDERED PRIOR TO DIRECTING CURRICULUM DECISIONS FOR CAREER/VOCATIONAL INSTRUCTION.

A.
B.
C.
D.

9.2 TRUE OR FALSE
PUBLIC SECONDARY SCHOOLS, CORRECTIONAL EDUCATION PROGRAMS, AND MANY ALTERNATIVE OR DIVERSIONARY PROGRAMS DO PROVIDE A LEARNING OR WORKING ENVIRONMENT THAT CORRESPONDS TO REAL WORLD WORK SETTINGS.

9.3 TRUE OR FALSE
THE BOTTOM LINE IN ANY CAREER/VOCATIONAL CURRICULUM IS TO PROVIDE THE STUDENT WITH THE SKILLS NECESSARY TO SECURE AND MAINTAIN A JOB.

9.4 NAME FIVE COMPETENCY AREAS THAT ARE PERSONAL AND INTERPERSONAL JOB-RELATED SKILLS.

A.
B.
C.
D.
E.

10.0 CURRICULUM GUIDELINES FOR TRAINING FUNCTIONAL LIVING SKILLS

10.1 IN DEVELOPING A SOCIAL SKILLS CURRICULUM A NUMBER OF CRITICAL AREAS MUST BE ADDRESSED. FOR EACH OF THE FOLLOWING AREAS, IDENTIFY THREE RELEVANT SKILLS.

A. DEALING WITH AGGRESSION

1.
2.
3.

B. DEALING WITH STRESS

1.
2.
3.

10.2 THE FUNCTIONAL LIVING SKILLS CURRICULUM:

A. SHOULD BE THE SAME FOR EVERYONE
B. NEED NOT INCLUDE PRACTICE EXPERIENCES
C. SHOULD BE DIRECTLY APPLICABLE TO THE STUDENT'S LIVING SITUATION
D. SHOULD BE SPECIFIC ONLY TO THEIR PRESENT SITUATION
E. ALL OF THE ABOVE

THE FOLLOWING ACTIVITIES HAVE BEEN DESIGNED TO ACCOMPANY THE PRESENTATION OF MODULE CONTENT. AN ATTEMPT HAS BEEN MADE TO PREPARE AT LEAST ONE ACTIVITY PER PARTICIPANT COMPETENCY. TRAINERS SHOULD NOT ATTEMPT TO PRESENT ALL ACTIVITIES, BUT INSTEAD SHOULD SELECT THOSE THAT BEST FACILITATE THE ACQUISITION AND PRACTICE OF DESIRED PARTICIPANT OUTCOMES. EACH ACTIVITY HAS BEEN KEYED TO THE OUTLINE NUMBERING SYSTEM USED THROUGHOUT THE MODULE CONTENT OUTLINE.

SINCE SOME OF THE ACTIVITIES MAY REQUIRE THE PREPARATION OF MATERIALS AND/OR MAY REQUIRE DIFFERENT AMOUNTS OF TIME FOR COMPLETION, TRAINERS SHOULD BE THOROUGHLY FAMILIAR WITH TRAINER AND TRAINEE REQUIREMENTS.

1.0 INTRODUCTION

1.1.1.1 USING THE ACTIVITIES YOU USE ON A DAILY BASIS IN YOUR CLASSROOM, HOW WOULD YOU DESCRIBE THE SIMILARITIES AND DIFFERENCES BETWEEN CURRICULUM AND INSTRUCTION.

2.0 DIRECT INTERVENTIONIST APPROACH

2.1 YOU HAVE BEEN ASKED TO PRESENT AN INSERVICE THAT INCLUDES A DESCRIPTION OF THE "DIRECT INTERVENTIONIST APPROACH" TO INSTRUCTIONAL PROGRAMMING. DESCRIBE A PRACTICAL EXAMPLE THAT ILLUSTRATES EACH OF THE CHARACTERISTICS OF THIS APPROACH.

3.0 ASSESSMENT AND EVALUATION

3.2 GIVE AN EXAMPLE OF HOW YOU USE SUMMATIVE AND FORMATIVE ASSESSMENT AND EVALUATION PROCEDURES IN YOUR CLASSROOM.

3.3 EXPLAIN HOW A DATA-BASED DECISION-MAKING SYSTEM MIGHT BE APPLIED IN TEACHING A STUDENT TO PREPARE A WEEKLY MEAL PLAN.

3.4 A STUDENT IS BEING REFERRED INTO YOUR CLASSROOM. DESCRIBE THE TYPES OF INFORMATION YOU WOULD LIKE TO KNOW ABOUT THE STUDENT FROM EACH OF THE FOUR LEVELS OF ASSESSMENT.

4.0 FACTORS AFFECTING CURRICULUM DECISIONS

4.1.2 ADOLESCENT AND YOUNG ADULT LEARNERS BRING MANY FACTORS TO THE LEARNING ENVIRONMENT THAT MUST BE CONSIDERED WHEN PREPARING AND PRESENTING INSTRUCTION AND CURRICULUM. DESCRIBE HOW EACH OF THESE FACTORS HAVE AFFECTED YOUR TEACHING BEHAVIORS.

4.1.3 IDENTIFY SOME OF THE CHARACTERISTICS YOU, AS TEACHER, BRING TO THE CLASSROOM ENVIRONMENT AND EXPLAIN HOW THEY AFFECT YOUR TEACHING.

4.1.4 DESCRIBE AND ILLUSTRATE THE MAJOR SOCIAL ENVIRONMENTAL INFLUENCES OF THE ADOLESCENT AND YOUNG ADULT THAT AFFECT YOUR TEACHING EFFECTIVENESS AND DECISION MAKING.

5.0 GUIDELINES AND CONSIDERATIONS FOR MANAGING CURRICULUM

5.1 AFTER INSTRUCTIONAL TARGETS HAVE BEEN IDENTIFIED AND WRITTEN IN BEHAVIORAL OBJECTIVE FORMAT, WHAT GENERAL DECISIONS DOES THE TEACHER HAVE TO MAKE ABOUT THE SELECTION AND USE OF CURRICULUM? APPLY THESE DECISIONS TO AN INDIVIDUAL EDUCATION PLAN OBJECTIVE FOR ONE OF YOUR STUDENTS.

5.2 MOST OF YOU HAVE COMMERCIALLY PREPARED MATERIALS IN YOUR CLASSROOMS. WHAT AREAS AND QUESTIONS DID YOU CONSIDER IN SELECTING THESE MATERIALS?

5.3 IDENTIFY A PIECE OF ACADEMIC CURRICULUM THAT YOU HAVE RECENTLY ACQUIRED. IDENTIFY A STUDENT TO WHOM YOU WOULD LIKE TO PRESENT THE CURRICULUM. DESCRIBE THE AREAS AND KINDS OF ADAPTATIONS YOU MIGHT NEED TO MAKE FOR THE STUDENT TO BE SUCCESSFUL.

5.4 IDENTIFY A STUDENT FOR WHOM PREPARED AND ADAPTED CURRICULUM ARE INAPPROPRIATE. IDENTIFY AN ACADEMIC BEHAVIOR THE STUDENT NEEDS TO LEARN. DESCRIBE THE CONSIDERATIONS YOU WOULD HAVE IN DEVELOPING SOME TEACHER-MADE MATERIALS TO TEACH THAT SKILL.

7.0 INTRODUCTION TO READING CURRICULUM

7.3 YOU HAVE BEEN GIVEN $1000 TO PURCHASE NEW READING MATERIALS. WHAT ASSUMPTIONS AND CONDITIONS SHOULD YOU KEEP IN MIND WHEN EVALUATING THIS CURRICULUM?

8.0 READING CURRICULUM CONSIDERATIONS

8.3 GIVEN A STUDENT WITH SOME SPECIFIC INSTRUCTIONAL READING NEEDS, WHAT READING CURRICULUM OPTIONS ARE AVAILABLE TO YOU?

8.4 GIVEN THE ABOVE CURRICULUM OPTIONS, WHAT CONSIDERATIONS DO TEACHERS HAVE TO KEEP IN MIND WHEN APPLYING THE CURRICULUM?

8.5.1 EXPLAIN HOW READING CURRICULUM GOALS ARE THE SAME AND DIFFERENT FOR ELEMENTARY AGED AND ADOLESCENT/YOUNG ADULT AGED STUDENTS.

8.5.2 EXPLAIN THE FOLLOWING STATEMENT: "WHEN EMPHASIZING VOCABULARY READING, THE FOCUS SHOULD REMAIN IN THE CONTEXT OF THEIR TOTAL ACADEMIC AND SOCIAL ENVIRONMENTS..."

8.5.3 WHEN EVALUATING READING COMPREHENSION RELATED CURRICULUM, HOW WOULD YOU DETERMINE WHETHER "SIMPLE" OR "CRITICAL" READING COMPREHENSION IS EMPHASIZED?

8.5.4(a) MANY OF THE STUDENTS WITH WHOM YOU WORK MUST LEARN TO READ FROM TEXTBOOKS OR OTHER PREPARED INSTRUCTIONAL MATERIALS. IDENTIFY ONE OF YOUR STUDENTS WHO HAS HAD TO READ FROM A TEXTBOOK. DESCRIBE THE CHARACTERISTICS OF THIS CURRICULUM THAT HELP YOU TEACH THE STUDENT TO USE THE TEXTBOOK MORE EFFECTIVELY.

8.5.4(b) IN TEACHING A STUDENT READING RELATED STUDY SKILLS, WHAT ARE

SOME OF THE CRITICAL SKILLS THAT MUST BE TAUGHT?

9.0 MATH CURRICULUM CONSIDERATIONS

9.1 EXPLAIN HOW MANY DAILY ACTIVITIES ENGAGED IN BY STUDENTS ARE NUMBER OR MATH-BASED. GIVEN THIS EMPHASIS, EXPLAIN THE CONSIDERATIONS FOR SELECTING AND USING MATH CURRICULUM IN THE CLASSROOM SETTING.

9.2 IF YOU HAD TO DEVELOP A COMPREHENSIVE MATH CURRICULUM FOR HANDICAPPED ADOLESCENTS AND YOUNG ADULTS IN CORRECTIONAL SETTINGS, WHAT WOULD THE BASIC CONTENT AREAS BE THAT YOU WOULD INCLUDE?

10.0 COMMUNICATION AND LANGUAGE ARTS

10.2 CURRICULUM THAT DEALS WITH ORAL COMMUNICATION COVERS A WIDE VARIETY OF SKILL AREAS. IDENTIFY A STUDENT WITH WHOM YOU HAVE WORKED, AND DESCRIBE THE ORAL COMMUNICATION AREAS THAT WERE EMPHASIZED IN YOUR INSTRUCTION THAT DEAL WITH SPEAKING.

10.3 AS A COMPLEMENT TO THE ABOVE, WHAT LISTENING SKILLS WERE INCLUDED IN THE CURRICULUM FOR THAT STUDENT?

10.4 WHEN WORKING WITH HANDICAPPED ADOLESCENTS AND YOUNG ADULTS, WHAT ARE THE CRITICAL LANGUAGE ARTS CURRICULUM AREAS THAT SHOULD BE INCLUDED FOR WRITTEN COMMUNICATION?

13.0 CAREER AND VOCATIONAL EDUCATION

13.1 AS WE PREPARE STUDENTS TO ENTER THE WORK WORLD, WE ATTEMPT TO INCREASE THEIR OPPORTUNITIES TO COMPETE SUCCESSFULLY FOR JOBS. DESCRIBE SOME THINGS YOU DO NOW AND SOME THINGS YOU WILL DO TO FACILITATE THIS PROCESS.

13.2 DESCRIBE AND ILLUSTRATE HOW THE FOUR STEP GUIDE CAN ASSIST IN DIRECTING CURRICULUM DECISIONS.

14.0 FUNCTIONAL LIVING SKILLS CURRICULUM

14.2 REVIEW THE BASIC GUIDELINES THAT HAVE BEEN APPLIED TO OTHER CURRICULUM AREAS, AND DESCRIBE HOW THEY COULD BE APPLIED IN DEVELOPING FUNCTIONAL LIVING SKILLS CURRICULUM.

14.3 IDENTIFY A STUDENT WHO YOU FEEL COULD BENEFIT FROM A COMPREHENSIVE SOCIAL SKILLS TRAINING PROGRAM. DEVELOP A SET OF INDIVIDUALIZED SKILLS THAT COULD BE TAUGHT INCLUDING ONE SAMPLE FROM EACH OF THE MAJOR SKILL AREAS.

1.0 A DIRECT INTERVENTIONIST APPROACH TO EDUCATING HANDICAPPED ADOLESCENTS AND YOUNG ADULTS IN CORRECTIONAL SETTINGS WILL BE MAINTAINED THROUGHOUT THIS MODULE ON CURRICULUM.

- CURRICULUM (DEF.): WHAT IS TAUGHT TO STUDENTS.
- INSTRUCTION (DEF.): HOW WE TEACH STUDENTS (I.E., BASIC STRATEGIES AND TECHNIQUES).

THE DIRECT INTERVENTIONIST PERSPECTIVE IS CHARACTERIZED AS (DISPLAY T-1):

1.1 ACTIVE IN THAT TEACHING AND CURRICULUM DECISIONS ARE ACTIVELY DIRECTED BY THE TEACHER.

1.2 RESPONSIBLE IN THAT THE TEACHER ASSUMES THE RESPONSIBILITY FOR BOTH SUCCESSFUL AND UNSUCCESSFUL STUDENT LEARNING AND CURRICULUM CHOICES.

1.3 FUNCTIONAL IN THAT THE CURRICULUM AND CONTENT OF INSTRUCTION

1.3.1 CAN BE DIRECTLY AND IMMEDIATELY APPLIED IN THE STUDENT'S ACADEMIC, SOCIAL, AND VOCATIONAL ENVIRONMENTS, AND

1.3.2 INCREASE THE LIKELIHOOD OF SUCCESSFUL FUNCTIONING IN FUTURE SETTINGS.

1.4 PERFORMANCE BASED IN THAT CURRICULUM EFFECTIVENESS IS DETERMINED BY EVALUATING OBSERVABLE AND MEASURABLE STUDENT PERFORMANCE.

1.5 DYNAMIC IN THAT INSTRUCTIONAL AND CURRICULAR ADJUSTMENTS ARE MADE CONTINUOUSLY AND BASED ON STUDENT PERFORMANCE.

2.0 ASSESSMENT AND EVALUATION

2.1 ASSESSMENT AND EVALUATION ARE VERY IMPORTANT TO EFFECTIVE CURRICULUM AND INSTRUCTIONAL MANAGEMENT. THOUGH THIS MATERIAL IS COVERED IN A SEPARATE MODULE, A BRIEF SUMMARY WILL BE PRESENTED TODAY (DISPLAY T-2).

2.1.1 ASSESSMENT REFERS TO PROCEDURES FOR COLLECTING STUDENT PERFORMANCE DATA (I.E., MEASUREMENT).

2.1.2 EVALUATION REFERS TO THE INSTRUCTIONAL DECISION-MAKING PROCESS CONDUCTED ON THE DATA COLLECTED FROM THE ASSESSMENT PROCESS.

2.2 ASSESSMENT AND EVALUATION MAY TAKE TWO FORMS

2.2.1 SUMMATIVE ASSESSMENT/EVALUATION INVOLVES THE MEASUREMENT OF STUDENT LEARNING AGAINST A SPECIFIC LONG TERM OBJECTIVE AT THE BEGINNING (PRETEST) AND AT THE END (POSTTEST) OF INSTRUCTION.

2.2.1.1 STUDENT CURRICULUM PERFORMANCE AND USUALLY EVALUATED AFTER POSTTESTING.

2.2.2 FORMATIVE ASSESSMENT/EVALUATION INVOLVES THE CONTINUOUS MEASUREMENT AND ANALYSIS OF STUDENT PERFORMANCE AND CURRICULUM DURING THE INSTRUCTIONAL PROCESS. IN OTHER WORDS, STUDENT PERFORMANCE DATA ARE COLLECTED DURING THE PRESENTATION OF INSTRUCTION AND CURRICULUM.

2.2.2.1 WHEN "PRETESTING" IS CONDUCTED, THREE OR MORE SESSIONS SHOULD BE ASSESSED AND EVALUATED TO DETERMINE BASELINE PATTERNS AND TRENDS.

2.2.2.2 "POSTTESTING" FUNCTIONS AS A CHECK OF STUDENT MASTERY AND LEVEL OF SKILL MAINTENANCE.

2.3 DATA-BASED DECISION-MAKING IS AN ESSENTIAL ELEMENT OF BOTH SUMMATIVE AND FORMATIVE ASSESSMENT AND EVALUATION. CURRICULAR MODIFICATIONS FREQUENTLY OCCUR AT THE END OF SOME ADMINSTRATIVE TIME PERIOD RATHER THAN ON THE PREVAILING RESPONSE PATTERNS OF THE STUDENT. STUDENT LEARNING AND CURRICULAR PROGRAMMING MUST BE ASSESSED AND EVALUATED CONTINUOUSLY. SIMILARLY, MODIFICATIONS INDICATED BY THESE EVALUTIONS MUST BE IMPLEMENTED IMMEDIATELY. EFFECTIVE AND EFFICIENT DATA-BASED DECISION-MAKING IS CHARACTERIZED BY THE FOLLOWING:

2.3.1 FOCUS ON OBSERVABLE AND MEASURABLE BEHAVIORS (I.E., STUDENT PERFORMANCE).

2.3.2 IDENTIFICATION AND USE OF MEASUREMENT PROCEDURES THAT ARE SPECIFIC, FUNCTIONAL, AND IMPLEMENTABLE ON A CONTINUOUS BASIS.

2.3.3 USE OF DATA-DECISION RULES THAT ARE EXPRESSED IN THE FORM OF "IF-THEN" STATEMENTS (E.G., "IF DUANE BALANCES HIS PERSONAL CHECKBOOK ACCURATELY EACH DAY FOR THREE CONSECUTIVE DAYS, MOVE TO THE NEXT INSTRUCTIONAL OBJECTIVE." IF DUANE FAILS TO MEET HIS OBJECTIVE, THE TEACHER SHOULD CONSIDER A CURRICULAR OR INSTRUCTIONAL ADJUSTMENT).

2.3.4 USE OF SYSTEMATIC ERROR ANALYSIS PROCEDURES THAT ENABLE THE TEACHER TO IDENTIFY ERRORS AND TO DESIGN APPROPRIATE REMEDIATION STRATEGIES.

2.4 COLLECTING AND MEASURING DATA ON STUDENT PERFORMANCE AND CURRICULUM CONSIDERATIONS CAN BE ACCOMPLISHED IN A VARIETY OF WAYS. BASICALLY, WE CAN IDENTIFY FOUR BASIC LEVELS OF ASSESSMENT (DISPLAY T-2.4).

2.4.1 LEVEL ONE CONSISTS OF WRITTEN DOCUMENTS OR ARCHIVES ABOUT PAST STUDENT PERFORMANCE, INSTRUCTIONAL STRATEGIES, AND CURRICULUM (E.G., WRITTEN REPORTS AND RECORDS).

2.4.2 LEVEL TWO ASSESSMENT FOCUSES ON INFORMATION COLLECTED THROUGH INTERVIEWS AND VERBAL REPORTS (E.G., THESE TYPE OF DATA ARE OBTAINED BY ASKING OTHERS WHO HAVE WORKED WITH A STUDENT AND CURRICULUM CHOICES).

2.4.3 LEVEL THREE ASSESSMENTS ARE MADE UP OF FORMAL AND INFORMAL WRITTEN TESTS (E.G., TYPICALLY, STANDARDIZED, NORM-REFERENCED TESTS ARE USED). HOWEVER, MORE INFORMAL, CURRICULUM-BASED PROCEDURES ARE BEING WIDELY USED. THE LATTER MAY BE OBTAINED THROUGH COMMERCIAL VENDOR , OR THEY MAY BE TEACHER-MADE. CHECKLISTS AND OTHER FORMS OF BEHAVIOR

OR INSTRUCTION INVENTORIES ARE ALSO INCLUDED IN THIS LEVEL OF ASSESSMENT.

2.4.4 THE LAST, MOST DIRECT, AND OBJECTIVE LEVEL OF ASSESSMENT IS DIRECT OBSERVATIONAL TECHNIQUES (E.G., PROCEDURES EMPLOYED AT THIS LEVEL RELY ON THE TEACHER TO MAKE DIRECT OBSERVATIONS OF BEHAVIOR AND CURRICULUM AS THEY ARE OCCURRING AND RECORDING THEM DIRECTLY IN SOME SYSTEMATIC MANNER).

3.0 FACTORS AFFECTING CURRICULUM DECISIONS

3.1 A NUMBER OF FACTORS INFLUENCE THE DECISIONS TEACHERS MAKE ABOUT INSTRUCTIONAL STRATEGIES AND CURRICULUM CHOICES (DISPLAY T-3).

3.1.2 THE STUDENT BRINGS FACTORS TO THE LEARNING ENVIRONMENT WHICH MUST BE CONSIDERED IN THE CURRICULUM DECISION-MAKING PROCESS.

3.1.2.1 HANDICAP (I.E., MOTOR/PHYSICAL LIMITATIONS, SENSORY IMPAIRMENTS, BEHAVIORAL INTERFERENCES (BOTH EXCESSES AND DEFICITS), AND LEARNING DEFICITS).

3.1.2.2 BIOLOGY (I.E., PHYSICAL AND METABOLIC ANOMALIES).

3.1.2.3 FAMILIAL BACKGROUND/EXPERIENCES (I.E., RACIAL, CULTURAL, RELIGIOUS, AND SOCIO-ECONOMIC STATUS).

3.1.2.4 LEARNING HISTORY (I.E., ACADEMIC AND SOCIAL SKILL HISTORY).

3.1.2.5 EDUCATIONAL PLACEMENT HISTORY (I.E., REGULAR, SPECIAL, AND/OR CORRECTIONS).

3.1.2.6 "WHAT THE STUDENT NEEDS TO KNOW" IS ONE OF THE MOST IMPORTANT FACTORS THE STUDENT BRINGS TO THE LEARNING ENVIRONMENT (I.E., WHAT THE STUDENT NEEDS TO KNOW TO BE SUCCESSFUL IN HIS/HER NEXT SCHOOL OR LIVING COMMUNITY). FOR THE HANDICAPPED STUDENT, THIS CONCEPT IS REFERRED TO AS PREPARING THE STUDENT FOR THE "LEAST RESTRICTIVE SETTING".

-THIS FACTOR IS ONE OF THE MOST CRITICAL INFLUENCES OF CURRICULUM DECISIONS.

3.1.3 THE TEACHER PRESENTS CHARACTERISTICS WHICH MUST BE CONSIDERED IN MAKING CURRICULUM DECISIONS.

3.1.3.1 BIOLOGY

3.1.3.2 BACKGROUND AND LEARNING HISTORY

3.1.3.3 EDUCATIONAL OR TEACHER-TRAINING HISTORY (I.E., TRAINING EXPERIENCES, EMPLOYMENT HISTORY, AND CURRENT EMPLOYMENT PERSPECTIVES, REQUIREMENTS, LIMITATIONS, ETC.).

3.1.4 THE SOCIAL ENVIRONMENT OF THE ADOLESCENT OR YOUNG ADULT AFFECTS CURRICULUM DECISIONS AND TEACHING EFFECTIVENESS ESPECIALLY WITH REGARD TO ACADEMIC AND SOCIAL BEHAVIOR MANAGEMENT.

3.1.4.1 VALUES, ATTITUDES, OVERT BEHAVIOR, ETC. TAUGHT AND MODELED BY THE FAMILY UNIT.

3.1.4.2 ROLE MODELING AND SOCIAL FEEDBACK PRESENTED BY THE PEER GROUP.

3.1.4.3 SCHOOL OR EDUCATIONAL PLACEMENT (I.E., SENSITIVITY TO STUDENT INDIVIDUALITY, PERFORMANCE EXPECTATIONS, CONSISTENCY OF MANAGEMENT, EMPHASIS ON FUNCTIONAL AND RELEVANT SKILLS, REWARD AND PUNISHMENT CONTINGENCIES, AND AVAILABLE ADULT AND STUDENT MODELS).

3.1.5 MODELS AND THEMES PRESENTED IN THE MASS MEDIA ALSO AFFECT CURRICULUM EFFECTIVENESS (E.G., TELEVISION, MUSIC, CLOTHING FADS, MOVIES, ETC.).

4.0 GUIDELINES AND CONSIDERATIONS FOR MANAGING CURRICULUM

4.1 AFTER ACADEMIC AND SOCIAL SKILL DEFICITS AND EXCESSES HAVE ASSESSED AND EVALUATED (I.E., INSTRUCTIONAL OBJECTIVES HAVE BEEN IDENTIFIED), THE TEACHER MUST MAKE DECISIONS ABOUT WHAT CURRICULUM TO SELECT AND USE (DISPLAY T-4).

4.1.1 FIRST, THE TEACHER MUST DECIDE WHETHER APPROPRIATE COMMERCIAL MATERIALS EXIST.

4.1.2 SECOND, THE TEACHER MUST DETERMINE IF AVAILABLE MATERIALS CAN BE ADAPTED TO MEET THE STUDENT AND TEACHER'S INSTRUCTIONAL REQUIREMENTS.

4.1.3 LASTLY, THE TEACHER MUST DETERMINE IF TEACHER-MADE MATERIALS ARE REQUIRED.

4.1.4 IT IS IMPORTANT TO REMEMBER THAT REGULAR ELEMENTARY OR SECONDARY CURRICULA ARE USUALLY INAPPROPRIATE FOR HANDICAPPED ADOLESCENTS AND YOUNG ADULTS, BECAUSE

-THEY ARE FREQUENTLY CONSTRUCTED UNDER THE ASSUMPTION THAT CERTAIN PREREQUISITE SKILLS ARE PRESENT (E.G., READING, WRITING, AND SPELLING).

-ELEMENTARY MATERIALS ARE DEMEANING AND ALIENATING TO OLDER STUDENTS.

-SECONDARY MATERIALS FREQUENTLY EMPHASIZE "READING TO LEARN" RATHER THAN "LEARNING TO READ".

-THEY FREQUENTLY DO NOT PROVIDE SUFFICIENT PRACTICE AND EXAMPLES FOR THE HANDICAPPED STUDENT.

-THEY DO NOT ADAPT WELL TO INDIVIDUALIZED AND REMEDIAL PROGRAMMING.

4.1.5 THE DESIGNATION AND SELECTION OF CURRICULA ARE VERY IMPORTANT TO THE HANDICAPPED STUDENT. EVERY INDIVIDUALIZED EDUCATION PLAN (IEP) DESIGNATES SPECIFIC CURRICULUM AND INSTRUCTIONAL STRATEGIES FOR EACH STUDENT. CURRICULUM SERVES AS THE BASIS FOR INSTRUCTION AND FOR FUTURE SKILLS ACQUISITION AND MASTERY.

-CLEARLY, TEACHERS IN ALL SETTINGS WHO WORK WITH HANDICAPPED STUDENTS MUST MAKE CURRICULUM SELECTION, ADAPTATION, AND EVALUATION A HIGH PRIORITY SKILL AREA.

-THE PROBLEM IS ACUTE WHEN WORKING WITH HANDICAPPED ADOLESCENTS AND YOUNG ADULTS BECAUSE OF THE DEARTH OF APPROPRIATE AND ADEQUATE CURRICULUA. THE PROBLEM IS MORE ACUTE WHEN TEACHING HANDICAPPED STUDENTS IN CORRECTIONAL SETTINGS.

4.2 WHEN CONSIDERING COMMERICALLY PREPARED MATERIALS, THE TEACHER SHOULD TAKE INTO ACCOUNT THE FOLLOWING QUESTIONS (ADAPTED FROM MERCER & MERCER, 1981; WOLERY, 1983) (DISPLAY T-4.2):

4.2.1 GENERAL INFORMATION

-NAME AND PUBLISHER

-MAJOR SKILL CONCENTRATION

-TYPE OF LEARNING BEING ADDRESSED (E.G., ACQUISITION, FLUENCY, MAINTENANCE, GENERALIZATION, AND/OR ADAPTATION; ENRICHMENT).

-TYPE OF INSTRUCTION (E.G., TEACHER-GUIDED, SELF-PACED, SMALL OR LARGE GROUP, TUTORIAL)

-CLARITY OF DIRECTIONS

-COST AND DURABILITY

-INITIAL COSTS
-REPLACEMENT COSTS
-COST PER STUDENT
-HIDDEN COSTS
(E.G., CONSUMABLES & EXPENDABLES)

-TARGET AGE AND INTEREST LEVEL
-APPROPRIATE ROLE MODELS
-RACIAL, CULTURAL, AND GENDER BIASES MINIMIZED
-RESEARCH AND FIELD TEST DATA
-EMPIRICAL AND SOCIAL VALIDITY

-CLASSROOM OR SCHOOL MATERIALS REQUIREMENTS

-DEGREE OF OVERLAP AND/OR COMPATIBILTY WITH CURRICULUM CURRENTLY BEING USED AND AVAILABLE

4.2.2 APPLICATION TO TEACHING (DISPLAY T-4.2.2.1)

4.2.2.1 SKILLS AND SKILL SEQUENCING

-ARE SKILLS FUNCTIONAL AND NEEDED BY STUDENT?

-ARE SKILLS USEFUL TO STUDENT OUTSIDE THE INSTRUCTIONAL SETTING?

-DOES SKILL EXTEND BEYOND THE STUDENT'S CURRENT LEVEL OF FUNCTIONING?

-ARE STEP SIZES BETWEEN SKILLS IN THE SEQUENCE SUFFICIENTLY SMALL AND ADAPTABLE?

-ARE PERFORMANCE CRITERIA SPECIFIED FOR SKILL SEQUENCES?

-ARE FUNCTIONAL SKILLS AND FUNCTIONAL SKILL TRAINING ROUTINES INCLUDED IN THE CURRICULUM?

-ARE SKILLS AND SKILL SEQUENCES ADAPTABLE TO MEET INDIVIDUAL STUDENT NEEDS?

4.2.2.2 IMPLEMENTATION QUESTIONS (DISPLAY T-4.2.2.2)

-WHAT ARE THE PREREQUISITE SKILLS REQUIRED FOR TEACHER AND STUDENT ACCESS TO THE CURRICULUM?

-WHAT RESPONSE REQUIREMENTS DOES THE STUDENT NEED TO ENGAGE THE CURRICULUM (I.E., WRITING, VERBAL, POINTING, SORTING, ETC.)?

-ARE TEACHING ACTIVITIES PRESENT AND IMPLEMENTABLE FOR SKILL SEQUENCES?

-ARE INSTRUCTIONS FOR IMPLEMENTATION ADEQUATE FOR IMPLEMENTATION BY TEACHERS AND PARAPROFESSIONALS (E.G., AIDES)?

-DO TEACHING ACTIVITIES REQUIRE MATERIALS WHICH ARE NOT READILY AVAILABLE IN THE CLASSROOM?

-ARE TEACHING ACTIVITIES FOR PROMOTING GENERALIZED RESPONDING (I.E., TRANSFER OF SKILLS) INCLUDED AND DESCRIBED IN SUFFICIENT DETAIL?

-DOES CURRICULUM SUPPORT OTHER CURRICULA IN USE IN THE PRESENT INSTRUCTIONAL SETTING? IN OTHER SETTINGS?

-ARE THE KIND AND NUMBER OF INSTRUCTIONAL ACTIVITIES AND ALTERNATIVES SUFFICIENT?

-WHAT IS THE RELATIVE BALANCE BETWEEN DIRECT INSTRUCTION AND PRACTICE/INDEPENDENT WORK TIME?

-ARE THE INSTRUCTIONAL ACTIVITIES MODIFIABLE TO MEET INDIVIDUAL LEARNING AND TEACHING REQUIREMENTS?

4.2.2.3 EVALUATION AND RECORD-KEEPING CONSIDERATIONS (DISPLAY T-4.2.2.3).

-DOES THE EVALUATION SYSTEM MEASURE THE STATED INSTRUCTIONAL TARGETS OR OBJECTIVES?

-DOES THE CURRICULUM PRESENT A RECORD KEEPING SYSTEM WHICH ALLOWS THE REGULAR ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE?

-DOES THE CURRICULUM PRESENT A SYSTEM FOR MAKING EDUCATIONAL PROGRAMMING DECISIONS?

-ARE THE ASSESSMENT AND EVALUATION PROCEDURES COMPATIBLE WITH THE CURRENT RECORD-KEEPING SYSTEM USED IN THE CLASSROOM?

-DOES THE CURRICULUM ALLOW FOR MEANINGFUL FEEDBACK TO BE GIVEN TO STUDENTS?

-ARE REMEDIATION STRATEGIES AVAILABLE FOR VARIATIONS IN INDIVIDUAL PERFORMANCE?

4.2.2.4 OTHER CONSIDERATIONS FOR BEHAVIOR AND CLASSROOM MANAGEMENT (DISPLAY T-4.2.2.4).

-WHAT ARE THE SPACE REQUIREMENTS FOR STORING AND PRESENTING THE CURRICULUM?

-HOW MUCH TIME IS REQUIRED TO PREPARE FOR OR SET UP THE PRESENTATION OF INSTRUCTION? FOR THE FOLLOW-UP AFTER A SKILL OR SEQUENCE IS PRESENTED?

-WHAT ARE THE TIME REQUIREMENTS FOR PRESENTING THE TOTAL CURRICULUM? PARTS OR SUBSECTIONS OF THE CURRICULUM?

-HOW ADAPTABLE IS THE CURRICULUM TO VARIED TIME AND SETTINGS LIMITS?

4.3 AFTER ACQUIRING A PIECE OF CURRICULUM, TEACHERS OFTEN FIND THAT THEY MUST ADAPT THE CURRICULUM TO MEET THE STUDENT'S PARTICULAR LEARNING NEEDS OR TO ACCOMODATE THEIR OWN TEACHING STYLE OR CLASSROOM REQUIREMENTS. THE FOLLOWING DISCUSSION WILL HIGHLIGHT SOME OF THE AREAS WHICH OFTEN NEED MODIFICATION TO TEACH THE HANDICAPPED ADOLESCENT OR YOUNG ADULT.

4.3.1 GENERAL CONSIDERATIONS (DISPLAY 4.3.1).

4.3.1.1 CLARITY OF DIRECTIONS IS FREQUENTLY A PROBLEM FOR SPECIAL EDUCATION STUDENTS.

-SIMPLIFY BY CHANGING DIFFICULTY LEVEL OF VOCABULARY

-USING AIDS, SUCH AS TAPE RECORDER OR PICTORIAL PROMPTS

-BREAK WORK INTO SMALLER UNITS

-BLOCK OUT EXTRANEOUS STIMULI

-HIGHLIGHT RELEVANT INSTRUCTIONS OR INFORMATION

-TEACH DIRECTIONS FIRST

-INCORPORATE LESSON INTO OTHER FAMILAR CLASSROOM ACTIVITIES

-HAVE STUDENT WORK WITH A PEER

4.3.1.2 INTEREST OR MOTIVATION IS DIFFICULT TO SECURE AND MAINTAIN IN SOME CURRICULUM. THIS PROBLEM MAY BE ASSOCIATED WITH TARGET AGE, ROLE MODELS PRESENTED, CONTRASTS WITH OTHER CLASSROOM ACTIVITIES, PERCEIVED NON-FUNCTIONALITY OF THE ACTIVITY, ETC.

-ADAPT TO AUDIOVISUAL OR COMPUTER EQUIPMENT.

-SUPPLEMENT WITH MORE MEANINGFUL MATERIALS, EXPERIENCES, ETC.

-MODIFY PRESENTATION (E.G., FROM SELF-PACED TO SMALL GROUP).

-CHANGE FORMAT (E.G., FROM PAPER DRILL TO GAME FORMAT, TEACHER EVALUATED TO SELF-CORRECTING).

-CHANGE RESPONSE MODE (E.G., PENCIL TASK TO TYPEWRITER).

4.3.2 TEACHING ADAPTATIONS

4.3.2.1 FREQUENTLY THE SKILLS AND SKILL SEQUENCE ARE NOT CLEARLY DEFINED OR QUANTIFIABLE. THUS, IT MAY BE NECESSARY TO

-REDEFINE THE TEACHING AND LEARNING OBJECTIVES TO MORE FUNCTIONAL AND QUANTIFIABLE SKILL AREAS.

-TASK ANALYZE THE SKILL SEQUENCE WITH RESPECT TO RESPONSE DIFFICULTY, STEP SIZE, AND STUDENT LEARNING RATES (I.E., BREAK THE SKILL DOWN INTO A DIFFERENT TEACHING SEQUENCE).

-INCORPORATE NEW SKILLS AND SKILL SEQUENCES INTO TEACHING CURRICULA WHICH HAVE PREVIOUSLY BEEN EFFECTIVE.

4.3.2.2 IMPLEMENTATION MODIFICATIONS ARE FREQUENTLY REQUIRED.

-THE PREREQUISITE SKILLS NEEDED TO ENTER INTO THE CURRICULUM MAY NEED TO BE TAUGHT TO THE STUDENT (E.G., REQUIRED RESPONSE REQUIREMENTS SUCH AS WRITING OR READING).

-SUPPLEMENTARY DIRECTIONS OR EXPLANATIONS MAY BE NEEDED TO ALLOW PARAPROFESSIONALS SUCH AS AIDES TO USE THE CURRICULUM EFFECTIVELY.

-AS INDICATED ABOVE, IT MAY BE NECESSARY TO INCORPORATE OTHER CLASSROOM MATERIALS INTO THE CURRICULM. THIS MAY BE IMPORTANT TO INCREASE THE LIKELIHOOD THAT NEWLY ACQUIRED SKILLS WILL TRANSFER BEYOND THE LESSON.

-ADDITIONAL AND VARIED ACTIVITES MAY BE NEEDED TO INCREASE ACQUISITION AND PROFICIENCY.

-ADJUST LESSON OR SUB-LESSON SIZE TO ACCOMODATE DAILY TEACHING SCHEDULES AND INDIVIDUAL STUDENT LEARNING RATES.

-CHANGE THE CONTENT PRESENTATION (E.G., SELF-PACED TO TEACHER DIRECTED, TUTORIAL TO SMALL GROUP).

-MODIFY THE FEEDBACK GIVEN FOR CORRECT AND INCORRECT RESPONSES (I.E., MORE OR LESS OFTEN, MORE OR LESS DIRECTED FORMS OF ERROR CORRECTIONS, MORE OR VARIED FORMS OF PRACTICE).

4.3.2.3 ADAPTING THE EVALUATION PROCEDURES

-ONE OF THE MOST COMMON TYPES OF EVALUATION MODIFICATIONS REQUIRED IS A CHANGE FROM SUMMATIVE TO FORMATIVE ASSESSMENT/EVALUATION PROCEDURES.

-FREQUENTLY, PROCEDURES FOR DETERMINING WHERE AND HOW A STUDENT ENTERS INTO A CURRICULUM IS LIMITED TO A SINGLE "PRE-TEST" FORMAT. ADJUSTMENTS ARE REQUIRED TO INSURE THAT THE ASSESSMENT ITEMS ACTUALLY MEASURE THE INTENDED OBJECTIVES AND THAT A SUFFICIENT SAMPLE OF STUDENT PERFORMANCE IS OBTAINED.

-IT MAY BE NECESSARY TO MODIFY THE EVALUATION TO FIT INTO A TEACHER'S ON-GOING RECORD-KEEPING PROCESS.

-DATA OR PERFORMANCE DECISION RULES MAY NEED TO BE SPECIFIED TO ALLOW CONTINUOUS AND PRESCRIPTIVE DECISION-MAKING.

-THE SPECIFICATION OF ALTERNATIVE TEACHING STRATEGIES MAY BE REQUIRED TO ACCOMMODATE VARIED RESPONDING.

-THE EVALUATION DATA SHOULD ALSO BE MEANINGFUL AND UNDERSTANDABLE TO THE STUDENT.

-IN ADDITION, MASTERY CRITERIA FREQUENTLY NEED TO BE ADJUSTED SO THAT THEY ARE MORE QUANTIFIABLE AND SO THAT THEY ACCOMMODATE THE LEARNING PATTERNS OF INDIVIDUAL STUDENTS. THEY SHOULD BE ADJUSTED IN ORDER TO INCREASE THE STUDENT'S LIKELIHOOD OF SUCCESSFUL RESPONDING.

-MAXIMIZE THE TEACHER'S ABILITY TO MAKE RELIABLE AND VALID INSTRUCTIONAL DECISIONS.

-MOVE TOWARD CRITERIA WHICH PRODUCE FUNCTIONAL EFFECTS IN THE STUDENT'S TOTAL SOCIAL ENVIRONMENT.

4.3.2.4 ADAPTATIONS TO MEET CLASSROOM MANAGEMENT REQUIREMENTS ARE FREQUENTLY NEEDED TO INSURE SMOOTH TRANSITIONS BETWEEN LESSONS, TO MAXIMIZE THE AMOUNT OF TIME THE STUDENT IS ENGAGED OR INTERACTING WITH THE CURRICULUM, AND TO REDUCE THE PROBABILITY OF BEHAVIORAL DISRUPTIONS.

-TEACHERS MAY NEED TO ADAPT A GIVEN CURRICULUM TO MEET THE DAILY WORK ROUTINES OF THE CLASSROOM.

-IF AN INDIVIDUAL STUDENT WORK FOLDER SYSTEM IS USED, DUPLICATION, STORAGE, AND ACCESS TO CURRICULUM WILL NEED TO BE EXAMINED.

-AS INDICATED ABOVE, INDIVIDUAL UNITS OR LESSONS MAY NEED TO BE COMBINED OR BROKEN DOWN TO FIT INTO VARIED WORK AND SETTING ROUTINES.

-RULES AND PROCEDURES FOR STUDENTS TO CONCLUDE A LESSON AND TO MOVE TO THE NEXT ACTIVITY MAY NEED TO BE PROVIDED OR ADJUSTED FOR A CURRICULUM.

-THE CURRICULUM AND/OR CLASSROOM ROUTINE MAY NEED TO BE ADJUSTED TO PROVIDE OPPORTUNITIES FOR FOLLOW-UP ACTIVITIES OR ADDITIONAL PRACTICE OR ENHANCEMENT ACTIVITIES.

-THE CURRICULUM MAY ALSO NEED TO BE ADAPTED TO MEET THE BEHAVIOR MANAGEMENT PROCEDURES USED IN A

CLASSROOM.

4.4 TEACHERS FREQUENTLY DISCOVER THAT COMMERCIALLY PREPARED CURRICULUM IS UNSATISFACTORY OR CANNOT BE ADAPTED TO MEET THE INSTRUCTIONAL NEEDS OF THE STUDENT AND TEACHER. THUS, TEACHERS FIND THAT THEY MUST DEVELOP THEIR OWN TEACHING MATERIALS. THE FOLLOWING SECTION DISCUSSES SOME CONSIDERATIONS FOR THE DEVELOPMENT OF INSTRUCTIONAL MATERIALS (DISPLAY T.4.4).

4.4.1 GENERAL CONSIDERATIONS

4.4.1.1 FIRST, TEACHERS SHOULD AVOID "RE-INVENTING THE WHEEL" AND ATTEMPT TO ADAPT EXISTING MATERIALS AS MUCH AS POSSIBLE.

-THE PREVIOUS SECTIONS HIGHLIGHT THOSE AREAS WHICH SHOULD BE CONSIDERED.

4.4.1.2 INSTRUCTIONAL OBJECTIVES SHOULD BE CLEARLY SPECIFIED BEFORE ENGAGING IN THE DEVELOPMENT OF NEW MATERIALS. THE TEACHER SHOULD CONSIDER THE FOLLOWING QUESTIONS:

-WHAT DOES THE STUDENT NEED TO LEARN?

-IS THE SKILL FUNCTIONAL IN THE SHORT-TERM? IN THE LONG-TERM? INSIDE THE SCHOOL COMMUNITY? OUTSIDE THE SCHOOL?

-ARE THERE CURRENTLY EXISTING CURRICULUM FROM WHICH INFORMATION MAY BE SELECTED?

4.4.2 TEACHING CONSIDERATIONS

4.4.2.1 FIRST AND FOREMOST, THE NEWLY DEVELOPED MATERIAL SHOULD DECREASE THE LIKELIHOOD THAT THE STUDENT WILL MAKE ERRORS OR EXPERIENCE FAILURE.

-THE OPPORTUNITIES TO "PRACTICE ERRORS" SHOULD BE MINIMIZED, ESPECIALLY DURING IN-SEAT OR INDEPENDENT WORK.

4.4.2.2 INSTRUCTIONS SHOULD BE CLEAR, SUCCINCT, AND UNDERSTANDABLE.

-THE AMOUNT AND COMPLEXITY OF THE DIRECTIONS SHOULD BE DICTATED BY THE LEARNING HISTORY OF THE STUDENT, NUMBER AND KINDS OF REQUIRED PREREQUISITE SKILLS, AND THE COMPLEXITY OF THE ACTIVITY.

4.4.2.3 THE DEVELOPMENT OF THE ACTUAL CURRICULUM SHOULD CONSIDER THE FOLLOWING QUESTIONS:

-ARE TEACHER PROMPTS (I.E., HINTS OR CUES) AND ASSISTS CLEAR AND UNDERSTANDABLE)?

-ARE PROMPTS AND ASSISTS NATURALLY OCCURRING? IF NO, ARE PROCEDURES INCLUDED TO REMOVE OR FADE THEM?

-IS THERE A CLEAR SKILL SEQUENCE IDENTIFIED (I.E., PREREQUISITE SKILLS, ENTRY LEVEL POINT, AND EXIT CRITERIA)?

-IS THE CURRICULUM ADAPTABLE TO STUDENTS WITH VARIED LEARNING RATES, TO DIFFERENT CLASSROOM SETTINGS, TO EXISTING CLASSROOM MATERIALS AND SUPPLIES, AND TO EXISTING CURRICULA?

-ARE THE STUDENT RESPONSE REQUIREMENTS CLEAR? ADAPTABLE?

-IS THERE A BALANCE BETWEEN DIRECT INSTRUCTION AND PRACTICE/INDEPENDENT WORK?

4.4.2.4 IN ADDITION TO THE ACTUAL CURRICULUM, THE TEACHER SHOULD DEVELOP FORMATIVE EVALUATION PROCEDURES. THE SAME QUESTIONS WHICH ARE ADDRESSED IN SECTION 4.2.2 (c) SHOULD BE ASKED BY THE TEACHER.

-FOR WHATEVER EVALUATION PROCEDURE THAT IS DEVELOPED, IT IS IMPORTANT THAT THERE BE

-DIRECT ASSESSMENT OF THE SKILLS BEING TAUGHT,

-CONTINUOUS ASSESSMENT, AND

-RULES AND PROCEDURES FOR MAKING INSTRUCTIONAL DECISIONS BASED ON THE ASSESSMENT INFORMATION.

4.5 SUMMARY

4.6 THIS CONCLUDES PART 1 OF THIS MODULE ON CURRICULUM. IN THIS UNIT WE DISCUSSED A NUMBER OF TOPICS:

4.6.1 A DESCRIPTION OF A DIRECT INTERVENTIONIST APPROACH TO TEACHING AND MANAGING CURRICULUM.

4.6.2 A REVIEW OF ASSESSMENT AND EVALUATION AS THEY RELATE TO CURRICULUM AND INSTRUCTION.

4.6.3 A REVIEW OF FACTORS WHICH AFFECT CURRICULUM DECISIONS, AND

4.6.4 GUIDELINES FOR DEVELOPING AND MANAGING INSTRUCTIONAL MATERIALS.

5.0 INTRODUCTION TO CURRICULUM IN THE ACADEMIC AREAS

5.1 IN THIS SECTION OF THE MODULE, WE WILL DISCUSS CURRICULUM CONSIDERATIONS FOR TEACHING MATH AND READING SKILLS TO THE HANDICAPPED ADOLESCENT AND YOUNG ADULT.

5.1.1 FOR EACH OF THESE SKILL AREAS, WE WILL DISCUSS GENERAL CURRICULUM CONSIDERATIONS, AND

5.1.2 IDENTIFY AND DEVELOP POSSIBLE SKILL AREA CURRICULUM.

5.2 WHEN DISCUSSING MATH AND READING CURRICULUM, WE WILL NEED TO KEEP THE FOLLOWING ASSUMPTIONS AND CONDITIONS IN MIND (DISPLAY T-5.2):

5.2.1 THE HANDICAPPED ADOLESCENT AND YOUNG ADULT MUST BE PRESENTED ACADEMIC CURRICULUM THAT IS FUNCTIONAL AND MEANINGFUL.

5.2.1.1 STUDENTS WILL SOON BE ENTERING THE COMMUNITY AND/OR WORK FORCE. THEY MUST INTERACT WITH CURRICULUM THAT TEACHES EFFECTIVE BEHAVIORS AND SKILLS AND INCREASES SUCCESSFULLY FUNCTIONING.

-THESE HAVE BEEN CALLED CRITICAL EFFECT (NEEL, 1982) SKILLS BECAUSE THEY PRODUCE EFFECTS WHICH CAUSE THE STUDENT TO BE REINFORCED OR PERCEIVED IN A MORE FAVORABLE MANNER.

-THEY HAVE ALSO BEEN REFERRED TO AS CULTURAL IMPERATIVES (REYNOLDS & BIRCH, 1977) WHICH ARE BEHAVIORS REQUIRED BY A CULTURE FOR SUCCESSFUL INTEGRATION AND ACCEPTANCE.

5.2.2 THE CURRICULUM MUST BE INDIVIDUALIZED TO THE LEARNING STRENGTHS AND DEFICITS OF THE STUDENT RATHER THAN FITTING THE STUDENT TO THE CURRICULUM.

5.2.3 CAREFUL CONSIDERATION SHOULD BE GIVEN TO IDENTIFYING AND DEVELOPING AN AGE-APPROPRIATE MOTIVATION SYSTEM TO ACCOMPANY ANY ACADEMIC CURRICULUM.

5.2.3.1 THE HANDICAPPED ADOLESCENT FREQUENTLY HAS EXPERIENCED NUMEROUS ACADEMIC FAILURES AND FRUSTRATIONS. TRADITIONAL PRACTICES AND CURRICULUM FORMATS WILL NOT BE REINFORCING OR MOTIVATING TO THE STUDENT.

-FOR EXAMPLE, THE PEER GROUP EXERTS MUCH GREATER AND VARIED CONTROL OVER THE BEHAVIORS OF THE ADOLESCENT THAN THE YOUNGER STUDENT.

6.0 READING CURRICULUM CONSIDERATIONS

6.1 READING AND READING INSTRUCTION ARE CRITICAL IN TODAY'S SOCIETY FOR A NUMBER OF REASONS

6.1.1 ACADEMIC SUCCESS IN SCHOOL IS DIRECTLY RELATED TO READING ABILITY.

6.1.1.1 UNFORTUNATELY, AFTER ELEMENTARY GRADES READING SKILLS ARE NO LONGER EMPHASIZED....BUT ASSUMED. THUS REMEDIATION OPPORTUNITIES ARE REDUCED SIGNIFICANTLY.

6.1.2 VOCATIONAL SOPHISTICATION AND ADVANCEMENT ARE DIRECTLY RELATED TO READING ABILITY.

6.1.2.1 AS A PERSON ADVANCES IN A VOCATION, THE READING AND WRITING REQUIREMENTS INCREASE. YOUNG PERSONS WHO ARE DEFICIENT WILL BE ABLE TO ADVANCE ONLY AS FAR AS THEIR READING ABILITIES MATCH THE POSITION REQUIREMENTS.

6.1.3 SUCCESSFUL COMMUNITY FUNCTIONING AND ADAPTATION IS AFFECTED BY READING ABILITIES.

6.2 HANDICAPPED ADOLESCENTS AND YOUNG ADULTS MUST BE EQUIPPED WITH READING SKILLS WHICH WILL INCREASE THEIR ABILITY TO FUNCTION SUCCESSFULLY AND TO MAKE MAXIMUM USE OF THEIR SOCIAL AND BEHAVIORAL STRENGTHS.

6.2.1 IN GENERAL, A SIXTH GRADE READING LEVEL IS CONSIDERED BASIC LITERACY, WHICH ENABLES STUDENTS TO COPE MINIMALLY WITH THE LITERACY DEMANDS OF THE SECONDARY SCHOOL (WITH SOME ASSISTANCE) AND WITH THE READING DEMANDS OF DAILY LIFE.

6.2.1.1 I.E., THIS READING SKILL LEVEL ENABLES THE STUDENT TO ACCESS MINIMALLY SOCIETY'S RESOURCES AND SERVICES (E.G., NEWSPAPER, MAGAZINES, ETC.).

6.2.1.2 THE ADOLESCENT MUST HAVE READING ABILITIES WHICH ENABLE HIM/HER TO ENGAGE IN THE FOLLOWING HIGHER ORDER SKILLS.

-IDENTIFYING A TOPIC
-SELECTING KEY IDEAS
-NOTING SIGNIFICANT DETAILS
-ASKING QUESTIONS ABOUT TOPICS
-PREDICTING OR ANTICIPATING
-CHECKING UNDERSTANDING
-REASONING/ASSOCIATING
-LONG-TERM RECALL
-RESEARCHING ADDITIONAL INFORMATION ON A TOPIC WHEN ENGAGED IN READING ACTIVITIES AND INSTRUCTION

THE ABOVE SKILLS SHOULD BE STRESSED AND PRACTICED.

6.3 AS DISCUSSED IN THE FIRST SECTION OF THIS MODULE, TEACHERS MAY SELECT FROM ONE OF THE FOLLOWING READING CURRICULUM OPTIONS

6.3.1 ACQUISITION OF COMMERCIALLY PREPARED READING PROGRAMS

6.3.2 ADAPTATION OF COMMERCIALLY PREPARED READING MATERIALS

6.3.3 DEVELOPMENT OF TEACHER PREPARED READING MATERIALS

6.4 IN MAKING ONE OF THE ABOVE READING CURRICULUM CHOICES, TEACHERS OF HANDICAPPED ADOLESCENTS AND YOUNG ADULTS SHOULD KEEP THE FOLLOWING READING CONSIDERATIONS IN MIND (DISPLAY T-6.4).

6.4.1 INTEGRATE THE READING CURRICULUM INTO THE TOTAL ACADEMIC AND SOCAL BEHAVIOR CURRICULUM

6.4.1.1 MAXIMIZE EXPOSURE TO WORDS, CONCEPTS, ETC. WHICH ARE REQUIRED IN OTHER CURRICULUM AREAS (I.E., IT IS MORE MEANINGFUL AND FUNCTIONAL TO INTEGRATE READING INTO OTHER CLASS TOPICS RATHER THAN TEACHING READING AS A SEPARATE UNIT OR SUBJECT).

-E.G., HERBERT IS LEARNING HOW TO MAINTAIN A SAVINGS ACCOUNT. HE CAN BE ASKED TO READ AND LEARN TO READ WORDS WHICH ARE DIRECTLY RELATED TO MAINTAINING A SAVINGS ACCOUNT, FOR EXAMPLE, "SAVINGS," "INTEREST," "DIFFERENCE," ETC.

6.4.1.2 DETERMINE THE READING EXPECTATIONS OF OTHER CLASSROOMS OR SETTINGS

-E.G., JAY HAS A WORKSTUDY JOB AT A LOCAL DINER. HE DOES SHORT ORDER COOKING. THE TEACHER HAS ARRANGED HIS READING ACTIVITIES AROUND MENU ITEMS AND COOKING RESPONSIBILITIES, FOR EXAMPLE, "SANDWICH," "SUBSTITUTION," "VEGETARIAN," ETC.

6.4.2 DESIGN ACTIVITIES THAT WILL FACILITATE ACQUISTION OF THE READING SKILLS AND CONTENT (E.G., GAMES, PUZZLES, TAPES, SELF-PACED KITS, FIELD TRIPS, ETC.).

-E.G., A TEACHER HAS INTEGRATED A VARIATION OF THE GAME "TRIVIAL PURSUIT" INTO HER DAILY SCHEDULE TO PROMOTE READING PRACTICE. FOR ONE PARTICULAR GROUP OF STUDENTS, SPORTS IS A PARTICULAR INTEREST. SO SHE IS HAVING THEM READ THE REGULAR "TP" CARDS AND ALSO WRITE AND READ THEIR OWN QUESTIONS AND ANSWERS.

6.4.3 INCORPORATE A LANGUAGE EXPERIENCE APPROACH WHICH INTEGRATES READING CURRICULUM INTO THE DEVELOPMENT OF LISTENING, SPEAKING, AND WRITING SKILLS.

6.4.3.1 THIS APPROACH ASSUMES THAT

-WHAT THE STUDENT "THINKS" ABOUT, S/HE CAN TALK ABOUT.
-WHAT THE STUDENT TALKS ABOUT, S/HE CAN WRITE ABOUT.
-WHAT THE STUDENT WRITES ABOUT, S/HE CAN READ ABOUT.

6.4.3.2 THIS INDIVIDUALIZED APPROACH FOCUSES ON THE INTERESTS OF THE STUDENT.

-STUDENT MAY DICTATE A STORY WHICH CAN LATER BE USED AS PIECE OF READING CURRICULUM.

-SINCE IT IS INDIVIDUALIZED, IT HAS THE POTENTIAL OF BEING MORE MOTIVATING.

-THE STUDENT MAY PROGRESS AT HIS/HER OWN PACE.

-IT FOCUSES ON THE STUDENT'S OWN LANGUAGE AND SETTING SPECIFIC VOCABULARY, I.E., RELATING TO OUTSIDE ACTIVITIES, EXPERIENCES, AND DEMANDS.

-E.G., CHARLES LOVES TO FOLLOW A LOCAL MINOR LEAGUE BASEBALL TEAM. THE TEACHER HAS ASKED CHARLES TO DICTATE NEWSPAPER STYLE REPORTS ON RECENT EVENTS WHICH INVOLVE PLAYERS ON THIS BASEBALL TEAM. CHARLES PRACTICES READING THESE STORIES AND REVISING THEM FOR DISTRIBUTION.

6.4.4 PROVIDE AN INDIVIDUALIZED READING CURRICULUM WHICH ENABLES THE STUDENT TO SELECT HIS OR HER OWN READING MATERIAL.

6.4.4.1 FOCUS ON STUDENTS' INDIVIDUAL INTERESTS, ABILITIES, AND LEARNING RATES, WHICH BOLSTERS MOTIVATION.

-E.G., EVERY WEDNESDAY, STUDENTS IN MR. SEYMOURS' CLASS VISIT THE LOCAL PUBLIC LIBRARY TO CHECK OUT AND RETURN BOOKS. EACH STUDENT HAS HIS/HER OWN LIBRARY CARD. SPECIAL LIBRARY PRIVILEGES (E.G., AN EXTRA HALF HOUR OF VISITING TIME, OR AN EXTRA BOOK TO CHECK OUT) CAN BE EARNED BASED ON THE NUMBER OF BOOKS THAT THEY READ AND REPORT ON EACH MONDAY (EITHER IN WRITING OR ORALLY).

6.4.4.2 SERVES AS A JUMPING OFF POINT FOR FURTHER READING INSTRUCTION AND MATERIALS.

-E.G., BASED ON THE KIND AND NUMBER OF BOOKS READ BY ANY ONE STUDENT, THE TEACHER CAN SELECT OTHER READING OR INSTRUCTIONAL ACTIVITIES WHICH ARE OF INTEREST TO THE STUDENT AND WHICH ARE MORE LIKELY TO BE READ.

6.4.5 PROVIDE HIGH INTEREST-LOW VOCABULARY READING MATERIALS TO DECREASE FRUSTRATION ASSOCIATED WITH BOOKS WHICH ARE OF HIGH INTEREST BUT BEYOND THE STUDENT'S READING ABILITY.

6.4.5.1 A NUMBER OF PUBLISHERS PRODUCE READING MATERIALS WHICH FOCUS ON HIGH INTEREST TOPICS AND EMPHASIZE LOW LEVEL READING VOCABULARY. UNFORTUNATELY, THESE MATERIALS FREQUENTLY ARE OF LIMITED AND SHORT TERM UTILITY AND CAN BE VERY EXPENSIVE.

-WITH THE ADVENT OF COMPUTERS AND SIMPLE WORD-PROCESSING PROGRAMS SUCH AS THE "BANKSTREET WRITER," TEACHERS AND STUDENTS CAN FREQUENTLY PREPARE THEIR OWN NARRATIVES TO ACCOMPANY A SERIES OF ILLUSTRATIONS, PICTURES, THEME, OR TOPIC OF INTEREST.

-THESE ARE OFTEN OF HIGH INTEREST TO THE AUTHOR AS WELL AS HIS/HER PEERS.

6.5 READING RELATED VOCABULARY, COMPREHENSION, AND STUDY SKILLS FOR THE HANDICAPPED ADOLESCENT AND YOUNG ADULT.

6.5.1 HANDICAPPED ADOLESCENTS OR YOUNG ADULTS WHO ARE DEFICIENT IN READING SKILLS HAVE LIKELY EXPERIENCED MANY DIFFERENT REMEDIAL INTERVENTION PROGRAMS DESIGNED TO IMPROVE THEIR DECODING AND FLUENCY IN READING. GIVEN THE GENERALLY LOW DEGREE OF SUCCESS AND PROGRESS INDICATED IN THESE AREAS, THE EMPHASIS IN READING INSTRUCTION SHOULD FOCUS ON STRENGTHENING VOCABULARY, COMPREHENSION, AND READING RELATED STUDY SKILLS AS THE STUDENT GETS OLDER AND APPROACHES A TIME IN WHICH HIS COMMUNITY INVOLVEMENT IS LIKELY TO INCREASE. THE NEXT TWO SECTIONS WILL PROVIDE CURRICULUM SUGGESTIONS IN THESE TWO AREAS (DISPLAY T-6.5.1).

-I.E., DECODING SKILLS AND RULE LEARNING ENABLE THE STUDENT TO READ -- LEARNING TO READ IS THE FOCUS OF EARLY READING EXPERIENCES AND INSTRUCTION.

-I.E., AS STUDENTS ACQUIRE MORE ADVANCED READING SKILLS AND EXPERIENCE, THEY BEGIN TO READ TO LEARN. HANDICAPPED ADOLESCENT MUSTS BE PROVIDED WITH SKILLS THAT FACILITATE THEIR ABILITY TO READ TO LEARN DESPITE THEIR FAILURES TO BECOME FLUENT DECODERS.

6.5.2 WHEN EMPHASIZING VOCABULARY READING, THE FOCUS SHOULD REMAIN IN THE CONTEXT OF THEIR TOTAL ACADEMIC AND SOCIAL ENVIRONMENTS,...AND NOT IN ISOLATION OF RELEVANT FUNCTIONAL SKILLS OR ACTIVITIES.

6.5.2.1 THE FOLLOWING AREAS SHOULD BE CONSIDERED WHEN SELECTING AND USING VOCABULARY RELATED CURRICULUM.

-WORD MEANING WITHIN THE CONTEXT OF A REAL OR FUNCTIONAL CONCEPT OR ACTIVITY.

-E.G., JAY IS BEING TAUGHT THE MEANING OF WORDS RELATING TO FINDING, SELECTING, MOVING INTO, AND MAINTAINING AN APARTMENT. RATHER THAN TEACHING THESE WORDS OUT OF CONTEXT (I.E., LOOKING UP THE WORDS IN A DICTIONARY AND WRITING THEIR DEFINITIONS DOWN ON A PIECE OF RULED PAPER), HIS TEACHER USES THE WORDS TO WRITE APARTMENT-FOR-RENT ADS, TO READ NEWSPAPER CLASSIFIED SECTIONS, TO CALL ADS WHICH ARE ADVERTISED ON BULLETIN BOARDS, ETC. BY USING THE WORDS WITHIN THE CONTEXT OF A 'REAL'-LIFE ACTIVITY, WORD MEANING ASSUMES A FUNCTIONAL VALUE.

-USE OF SYNONYMS AND ANTONYMS.

-E.G., BETTY HAS DIFFICULTY READING AND EXPRESSING HERSELF ORALLY AND IN WRITING BECAUSE SHE DOESN'T KNOW THE MEANING OF VARIOUS WORDS AND WHAT WORDS CAN BE SUBSTITUTED AND STILL EXPRESS THE SAME MEANING. HER TEACHER HAS DEVELOPED A LESSON THAT ASKS HER TO READ A WORD AND THEN DESCRIBE IT TO SOMEONE ELSE WITHOUT USING THE WORD. THE TEACHER HAS TAUGHT HER TO USE ANTONYMS AND SYNONYMS THROUGH THIS ACTIVITY.

-DICTIONARY USAGE.

-E.G., CHARLES HAS BEEN TAUGHT TO USE THE DICTIONARY TO LEARN THE MEANING OF DIFFERENT WORDS. IN CASES WHERE HE CANNOT READ OR UNDERSTAND A WORD, THE TEACHER HAS TAUGHT HIM HOW TO CALL THE LOCAL PUBLIC LIBRARY AND OBTAIN ASSISTANCE FROM THE INFORMATION DESK.

6.5.3 READING COMPREHENSION SKILLS ARE VERY IMPORTANT FOR THE ADOLESCENT'S SUCCESSFUL FUNCTIONING IN OUR SOCIETY. CURRICULUM CHOICES, ADAPTATIONS, AND DEVELOPMENT SHOULD FOCUS ON SIMPLE AND CRITICAL READING COMPREHENSION (DISPLAY T-6.5.3).

6.5.3.1 SIMPLE READING SKILLS EMPHASIZE THE COMMUNICATION OR EXPRESSION OF WHAT WAS READ. THE FOCUS IS NOT ON DETERMINING HIDDEN MEANING OR DEVELOPING NEW SETS OF INFORMATION OR INTERPRETATIONS.

-LITERAL COMPREHENSION IS RESTATING THE EXACT MEANING OR INTENT BEHIND A READING SELECTION.

-E.G., THE TEACHER ASKED ROBERT TO READ AND REPORT ON A SECTION IN THE STATE DRIVER'S MANUAL THAT DESCRIBES THE STATE'S MINIMUM SPEED LIMITS.

-MAINTENANCE AND RECALL OF INFORMATION IS COMMUNICATING INFORMATION WHICH WAS OBTAINED FROM SOME PRIOR READING SOURCE.

-E.G., WHILE DOING THE DRIVING PRACTICE OF HIS DRIVER'S EDUCATION CLASS, ROBERT IS ASKED TO STATE THE STATE'S MINIMUM SPEED LIMIT LAWS.

-SEQUENCING IS RESTATING A TEMPORALLY ORDERED CHAIN OR SET OF INFORMATION THAT WAS READ.

-E.G., ROBERT HAS READ ABOUT THE LAWS AND STEPS FOR MAKING A LEGAL RIGHT TURN AT A FOUR WAY LIGHT. THE TEACHER ALSO REQUIRES HIM TO STATE THE CORRECT

SEQUENCE ORALLY.

-SUMMARIZATION IS A DESCRIPTION THAT GIVES THE CONDENSED MEANING OR INTENT BEHIND A READING PASSAGE.

-E.G., ROBERT READ A SECTION IN THE DRIVER'S MANUAL THAT DESCRIBED A NUMBER OF GUIDELINES AND PROCEDURES WHEN INVOLVED IN AN ACCIDENT. ROBERT WAS REQUIRED TO DESCRIBE THE BASIC STEPS.

-INFERENCING IS ASKING THE STUDENT TO INTERPRET THE INTENDED MEANING BEHIND A READING PASSAGE THAT IS NOT SPECIFICALLY INDICATED.

-E.G., ROBERT'S TEACHER GAVE HIM A SUPPLEMENT TO THE DRIVER'S MANUAL THAT DESCRIBES DRIVING COURTESY RULES. HE WAS ASKED TO "INFER" THE REASON FOR EACH RULE.

6.5.3.2 CRITICAL READING IS A MORE DIFFICULT SET OF READING COMPREHENSION SKILLS WHICH ENABLE THE STUDENT TO LEARN WHILE READING. THE BASIC SKILLS INCLUDE THE FOLLOWING (DISPLAY T-6.5.3.2):

-THE IDENTIFICATION OF AUTHOR'S CONCLUSIONS REQUIRES THAT THE STUDENT BE ABLE TO FIND AND IDENTIFY THE CONCLUSIONS, FINDINGS, RECOMMENDATIONS, ETC. IN A GIVEN READING.

-E.G., JEROME HAS BEEN READING A SERIES OF EDITORIALS IN THE LOCAL NEWSPAPER THAT FOCUS ON RAISING THE MINIMUM DRINKING AGE. HIS TEACHER IS HELPING HIM IDENTIFY THE AUTHOR'S STANCE AND MEANING.

-DISTINGUISHING BETWEEN OPINION AND FACT REQUIRES THAT THE STUDENT BE ABLE TO DISCRIMINATE BETWEEN STATEMENTS WHICH HAVE BEEN SUPPORTED WITH DATA AND THOSE WHICH ARE SIMPLY THE AUTHOR'S OPINION.

-E.G., JEROME HAS LEARNED TO READ EACH EDITORIAL LETTER AND IDENTIFY WHETHER OR NOT ADEQUATE INFORMATION HAS BEEN PRESENTED TO SUPPORT AN AUTHOR'S STATEMENT AS FACT OR OPINION.

-DETERMINING THE VALIDITY OF INFORMATION REQUIRES THE STUDENT TO DETERMINE IF AN AUTHOR'S STATEMENT OR INTENT IS WELL-DOCUMENTED, FOUNDED, SUPPORTED, AND LOGICALLY DERIVED.

-E.G., JEROME HAS LEARNED FROM HIS READING THAT SOME WRITERS ARRIVE AT POSITIONS ABOUT THE DRINKING AGE QUESTION FROM INFORMATION AND SEQUENCES OF THINKING THAT ARE ILLOGICAL OR UNCLEAR.

-IDENTIFYING FAULTY ARGUMENTS AND POSING COUNTER RESPONSES IS EVALUATING INFORMATION PRESENTED BY AN AUTHOR TO DETERMINE IF IT SUPPORTS HIS/HER POSITION AND FORMULATING A LOGICAL SET OF ARGUMENTS IN RESPONSE.

-E.G., BASED ON HIS ANALYSIS AND READING OF LETTERS, JEROME HAS CONSTRUCTED HIS OWN OPINION AND WRITTEN A LETTER WHICH HE HAS SENT TO THE PAPER. HIS RESPONSE IDENTIFIES THE STRENGTHS AND WEAKNESSES OF PREVIOUS EDITORIALS.

6.5.3.3 IN SUM, READING COMPREHENSION IS CRITICAL FOR THE HANDICAPPED ADOLESCENT. THOUGH READING FLUENCY MAY BE WEAK, THE STUDENT MUST STILL UNDERSTAND AND USE WHAT S/HE READS.

6.5.4 READING-RELATED STUDY SKILLS ARE ALSO VERY IMPORTANT TO READING CURRICULUM FOR THE HANDICAPPED ADOLESCENT. AGAIN THESE SKILLS RELATE TO THE NOTION OF READING TO LEARN. THERE ARE TWO GENERAL AREAS THAT SHOULD BE ADDRESSED IN THIS SECTION: (a) READING IN TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS, AND (b) READING STUDY SKILLS (DISPLAY T-6.5.4).

6.5.4.1 STUDY SKILLS RELATED TO READING IN TEXTBOOKS OR OTHER INSTRUCTIONALLY RELATED MATERIALS EMPHASIZE THE "READING TO LEARN" PRINCIPLE.

-WHEN SELECTING CURRICULUM TO TEACH, PRACTICE, OR IMPROVE THESE SKILLS, THE TEACHER MUST LOOK CAREFULLY AT THE TEXTBOOK OR INSTRUCTIONAL MATERIAL ITSELF.

-E.G., LOOK AT THE VOCABULARY LOAD OF THE MATERIAL (I.E., DIFFICULTY, AMOUNT, NEW WORDS, ETC.).

-E.G., LOOK AT THE CONTENT, OR OBJECTIVES BEING TAUGHT.

-E.G., LOOK AT THE PREREQUISITE KNOWLEDGE REQUIRED.

-E.G., LOOK AT THE STYLE OR ORGANIZATION OF THE MATERIAL, I.E., PROSE, EXPOSITORY, TECHNICAL, ETC.

-MANY OF THESE CONSIDERATIONS ARE SIMILAR TO THOSE WE DISCUSSED IN PART 1 OF THIS MODULE.

6.5.4.2 AFTER SELECTING AND EVALUATING THE MATERIAL, THE STUDENT SHOULD BE TAUGHT THE FOLLOWING STUDY-RELATED SKILLS.

-PREVIEWING (I.E., SKIMMING OR GLANCING OVER A READING ASSIGNMENT TO GAIN SOME INFORMATION ABOUT ITS ORGANIZATION).

-E.G., LINDA HAS A TEST ON THE SAFETY RULES FOR USING THE POWER TOOLS IN INDUSTRIAL ARTS CLASS. RATHER THAN READING THE ENTIRE USER'S MANUAL FOR EACH POWER TOOL, THE TEACHER HAS TAUGHT HER HOW TO PREVIEW EACH MANUAL TO FIND THE RELEVANT SAFETY INFORMATION.

-SILENT READING. THOUGH WE ASK STUDENTS TO READ ORALLY FOR ASSESSMENT AND EVALUATION REASONS, MOST READING OCCURS SILENTLY. PRACTICE IN THIS TYPE OF READING SHOULD BE PROVIDED IN A SYSTEMATIC MANNER RATHER THAN ASSUMED.

-LOCATING MATERIAL IN READING IS TEACHING THE STUDENT TO USE KEY WORDS, ADVANCED ORGANIZERS, ETC. TO FIND INFORMATION IN A READING PASSAGE.

-E.G., KENNY WANTS TO SET THE GAP ON SOME SPARK PLUGS, SO THE TEACHER HELPS HIM USE THE TABLE OF CONTENTS AND INDEX TO FIND THE SECTION WHICH DISCUSSES THIS TOPIC.

-LOCATING AND INTERPRETING INFORMATION IN A READING GOES BEYOND THE SKILL PREVIOUSLY DISCUSSED IN THAT THE STUDENT MUST NOW INTERPRET THE MEANING BEHIND THE PASSAGE.

-E.G., KENNY HAS FOUND THE CORRECT SECTION IN THE MANUAL, BUT HAS TO DETERMINE WHICH GAP RECOMMENDATION GOES WITH WHICH TYPE OF SPARK PLUG.

-LOCATING BOOKS AND OTHER WRITTEN INFORMATION IN THE LIBRARY IS A SKILL REQUIRED WHEN RESEARCHING OR SEEKING ADDITIONAL INFORMATION ON A TOPIC.

-E.G., LINDA CAN'T FIND SAFETY INFORMATION ABOUT THE RADIAL ARM SAW, SO HER TEACHER HAS TAUGHT HER HOW TO USE THE CARD CATALOG IN THE LIBRARY, AND/OR TO ASK THE LIBRARIAN FOR ASSISTANCE IN FINDING A BOOK.

-OUTLINING AND TAKING NOTES ARE IMPORTANT READING RELATED STUDY SKILL THAT ENABLES THE STUDENT TO SUMMARIZE A READING IN A MANNER THAT CAN BE USED AT A LATER TIME.

-E.G., LINDA FOUND THE REFERENCE BOOK THAT SHE NEEDED; HOWEVER, IT COULD NOT BE CHECKED OUT OF THE LIBRARY. FORTUNATELY, HER TEACHER HAD TAUGHT HER HOW TO WRITE AN OUTLINE SUMMARY SO THAT SHE WOULDN'T HAVE TO COPY THE WHOLE PASSAGE WORD-FOR-WORD.

-THE LAST SKILL IS APPLYING WHAT HAS BEEN READ OR STUDIED. AGAIN, THE INSTRUCTIONAL FOCUS SHOULD BE ON REAL AND FUNCTIONAL APPLICATIONS, RATHER THAN EXPERIENCES WHICH ARE OUT OF CONTEXT. THE EXAMPLES WITH LINDA AND KENNY ILLUSTRATE A FUNCTIONAL APPLICATION.

6.6 IN THIS SECTION WE DISCUSSED CURRICULUM CONSIDERATIONS FOR TEACHING READING.

6.6.1 THE FOCUS WAS ON READING TO LEARN RATHER THAN ON "LEARNING TO READ".

6.6.2 WE ALSO EMPHASIZED WORD MEANING, COMPREHENSION, AND READING-RELATED STUDY SKILLS.

6.6.3 AN EMPHASIS WAS ALSO PLACED ON TEACHING READING SKILLS WITHIN OTHER MORE FUNCTIONAL CURRICULUM AREAS. WITH THE HANDICAPPED ADOLESCENT OR YOUNG ADULT, READING INSTRUCTION THAT IS OUT OF CONTEXT WITH OTHER LEARNING ACTIVITIES IS NOT PRODUCTIVE.

7.0 MATH CURRICULUM CONSIDERATIONS

7.1 MATH-RELATED SKILLS ARE IMPORTANT FOR SUCCESSFUL FUNCTIONING IN OUR MODERN SOCIETY.

7.1.1 OUR ECONOMIC SYSTEM IS BUILT AROUND THE INDIVIDUAL'S ABILITY TO MANIPULATE AND MANAGE MONEY IN MANY DIFFERENT FORMS (E.G., CHECKS, CREDIT, LOANS, ETC.).

7.1.2 MANY OF OUR DAILY ACTIVITIES ARE NUMBER OR MATH-BASED (E.G., MEASUREMENT IN COOKING, ENERGY, RUNNING AND MAINTAINING AN AUTOMOBILE, DAILY WEATHER CONDITIONS, GAME AND OTHER LEISURE-TIME RELATED ACTIVITIES, ETC.).

7.1.3 BECAUSE OF THIS STRONG EMPHASIS ON MATH-RELATED SKILLS, THE HANDICAPPED ADOLESCENT AND YOUNG ADULT SHOULD BE EXPOSED TO A MATH CURRICULUM THAT IS EMBEDDED WITHIN REAL-LIFE AND FUNCTIONAL SKILLS AND ACTIVITIES.

7.1.3.1 AS WE DISCUSSED IN OUR COVERAGE OF READING CURRICULA, THE ADOLESCENT WHO IS EXPERIENCING SEVERE LEARNING AND PERFORMANCE PROBLEMS IN MATH HAS PROBABLY BEEN EXPOSED

TO NUMEROUS REMEDIAL INTERVENTION PROGRAMS.

7.1.3.2 THE MATH CURRICULUM FOR THE HANDICAPPED ADOLESCENT MUST BE DIRECTLY AND IMMEDIATELY APPLICABLE IN THE STUDENT'S IMMEDIATE ACADEMIC AND SOCIAL SETTING.

7.1.3.3 MATH BASICS ARE STRESSED AT THE ELEMENTARY LEVELS AND ASSUMED AT THE SECONDARY LEVELS.

7.1.3.4 THE HANDICAPPED ADOLESCENT WITH MATH DEFICIENCIES IS FREQUENTLY CHARACTERIZED BY DEFICIENT MATH BASICS AND WITH REPEATED FAILURE TO MASTER THEM.

-GIVEN THESE PATTERNS, TEACHERS OF THESE STUDENTS SHOULD PRESENT CURRICULA THAT EMPHASIZE APPLICATION AND PROBLEM SOLVING, RATHER THAN ROTE PRACTICE.

7.2 MATHEMATICS CURRICULUM IS SOMEWHAT EASIER TO MANAGE BECAUSE IT TENDS TO BE MORE LOGICAL IN ITS STRUCTURE AND SEQUENCES THAN READING CURRICULA.

7.2.1 MATH BASICS CAN BEST BE IDENTIFIED AND SEQUENCED HIERARCHIALLY IN THE FOLLOWING MANNER (DISPLAY T-7.2.1):

7.2.1.1 ADDITION

7.2.1.2 SUBTRACTION

7.2.1.3 MULTIPLICATION

7.2.1.4 DIVISION

7.2.1.5 FRACTIONS

-ADDITION
-SUBTRACTION
-MULTIPLICATION
-DIVISION

7.2.1.6 DECIMALS

-ADDITION
-SUBTRACTION
-MULTIPLICATION
-DIVISION
-PERCENTS

7.2.1.7 MONEY

7.2.1.8 TIME

7.2.1.9 MEASUREMENT

-LINEAR
-LIQUID AND DRY
-WEIGHT

7.2.1.10 GEOMETRY (I.E., SHAPES, 2 AND 3 DIMENSIONAL)

7.2.2 THE ABOVE MATH BASICS SHOULD BE PRACTICED AND APPLIED WITHIN THE CONTEXT OF THE FOLLOWING BASIC MATH SKILLS WHICH HAVE BEEN IDENTIFIED FOR THE SECONDARY SCHOOL SETTING (DISPLAY T-7.2.2):

7.2.2.1 PROBLEM SOLVING

-SOLVING PROBLEMS REQUIRING TWO OR MORE STEPS AND THE APPLICATION OF A GENERAL RULE FOR DERIVING A SOLUTION.

7.2.2.2 APPLYING MATHEMATICS TO EVERYDAY SITUATIONS

-USING MATH BASICS TO INCREASE SUCCESSFUL FUNCTIONING IN DAILY ACTIVITIES (E.G., MONEY MANAGEMENT, PERFORMANCE EVALUATION, ETC.).

7.2.2.3 ESTIMATION AND APPROXIMATION

-DETERMINING A REASONABLE MEASUREMENT OR COMPUTATION ESTIMATE FOR A PROBLEM OR SITUATION (E.G., HOW MUCH TIME BEFORE PROJECT DUE? ESTIMATE OF ITEM COST?

7.2.2.4 APPROPRIATE COMPUTATIONAL SKILLS

-MATCHING APPROPRIATE AND IMPORTANT BASIC MATH SKILLS (SEE 7.2.1 ABOVE) TO INDIVIDUAL STUDENT AND HIS/HER STRENGTHS/WEAKNESSES, ASSETS, AND INTERESTS.

7.2.2.5 GEOMETRY

-BASIC MEASUREMENT AND RELATIONSHIP PRINCIPLES ABOUT FIGURES, SHAPES, OBJECTS, ETC., (E.G., DETERMINING PERIMETERS, AREAS, ANGLES, ETC.).

7.2.2.6 MEASUREMENT

-MEASURING LINEAR, TWO-DIMENSIONAL, AND THREE-DIMENSIONAL OBJECTS AND AREAS (E.G., USE OF ENGLISH AND METRIC SYSTEMS, CALCULATING UNIT COSTS, ETC.).

7.2.2.7 TABLES, CHARTS, AND GRAPHS

-SKILLS IN READING, ANALYZING, AND CONSTRUCTING DATA AND DATA SUMMARIES (E.G., UTILITY BILLS).

7.2.2.8 MAKING PREDICTIONS

-GIVEN A SET OF DATA, MAKING A REASONABLE ESTIMATE OF FUTURE OR LATER LEVELS OF PERFORMANCE, MEASUREMENT, ETC.

7.2.2.9 COMPUTER LITERACY

-BASIC UNDERSTANDING OF HOW COMPUTERS CAN BE USED, HOW THEY WORK, AND HOW TO USE COMPUTERS AS A LEARNING TOOL.

7.3 IN MAKING MATH CURRICULUM DECISIONS AND FILLING IN THE CONTENT AND MATERIAL TO BE COVERED WITHIN ONE OF THE ABOVE MATH SKILL AREAS, TEACHERS OF HANDICAPPED ADOLESCENTS AND YOUNG ADULTS SHOULD KEEP THE FOLLOWING CONSIDERATIONS IN MIND (DISPLAY T-7.3).

7.3.1 INTEGRATE THE MATH CURRICULUM INTO THE TOTAL ACADEMIC AND SOCIAL BEHAVIOR CURRICULUM.

7.3.1.1 TIE MATH SKILLS INTO DAILY ACTIVITIES.

-E.G., RUN VARIOUS CALCULATIONS ON WEEKLY FOOD BUDGET TO DETERMINE INCREASES/DECREASES IN CONSUMPTION, PERCENT OF BUDGET BEING USED ON ESSENTIALS, FRILLS, ETC.

7.3.2 INCORPORATE MATH SKILLS INTO TOTAL LANGUAGE EXPERIENCE APPROACH.

7.3.2.1 AS IN THE CASE OF READING CURRICULUM, THIS APPROACH ASSUMES THAT

-WHAT THE STUDENT "THINKS" ABOUT, S/HE CAN TALK ABOUT.
-WHAT THE STUDENT TALKS ABOUT, S/HE CAN WRITE ABOUT.
-WHAT THE STUDENT WRITES ABOUT, S/HE CAN READ ABOUT.

7.3.2.2 ENCOURAGE THE STUDENT TO INCORPORATE MATH SKILLS INTO DAILY LISTENING, SPEAKING, AND WRITING ACTIVITIES.

-E.G., TIMOTHY ENJOYS TALKING ABOUT NEWLY RELEASED MOVIES, SO HIS TEACHERS ARE ENCOURAGING HIM TO TALK ABOUT COSTS, LENGTH, SALARIES, ETC. WHEN DESCRIBING AND REVIEWING MOVIES.

7.3.3 PROVIDE AN INDIVIDUALIZED READING CURRICULUM WHICH ENABLES THE STUDENT TO SELECT AND APPLY MATH SKILLS TO AREAS OF HIGH INTEREST.

7.3.3.1 FOCUS ON STUDENTS' INDIVIDUAL INTERESTS, ABILITIES, AND LEARNING RATES, WHICH BOLSTERS MOTIVATION TO TASK.

7.4 WHEN SELECTING MATH CURRICULUM, IT IS IMPORTANT TO CONSIDER THE FOLLOWING POINTS (DISPLAY T-7.4).

7.4.1 EVALUATE THE VOCABULARY LOAD OF THE MATERIAL (I.E., IS THE VOCABULARY FAMILAR TO THE STUDENT OR WITHIN HIS/HER LEARNING POTENTIAL)?

7.4.2 EVALUATE THE READING LEVEL OF THE MATERIAL (I.E., HOW MUCH INTERFERENCE IS CAUSED BY THE READING DIFFICULTY OF THE CURRICULUM)?

7.4.3 EVALUATE THE CONTENT, OR OBJECTIVES BEING STRESSED (I.E., IS THE FOCUS ON MATH BASICS OR BASIC SECONDARY MATH SKILLS?).

7.4.4 EVALUATE THE PREREQUISITE KNOWLEDGE REQUIRED TO INTERACT WITH THE CURRICULUM.

7.4.5 EVALUATE THE STYLE OR ORGANIZATION OF THE MATERIAL (I.E., ARE THE SKILLS PRESENTED AND PRACTICED WITHIN CONTEXTS THAT ARE MEANINGFUL AND RELEVANT TO THE STUDENT'S FUNCTIONAL WORLD).

7.5 BECAUSE OF THE LIMITED AMOUNT OF APPROPRIATE COMMERCIALLY PREPARED MATH MATERIALS FOR THE HANDICAPPED ADOLESCENT OR YOUNG ADULT, TEACHERS WILL FIND THAT THEY MUST ADAPT AND/OR MAKE THEIR OWN MATERIALS. THE SAME GUIDELINES WE DISCUSSED IN PART I OF THIS MODULE SHOULD BE APPLIED TO THE MATH CURRICULUM.

8.0 COMMUNICATION AND LANGUAGE ARTS: ORAL AND WRITTEN COMMUNICATIONS

8.1 THE HANDICAPPED ADOLESCENT AND YOUNG ADULT MUST HAVE SKILLS WHICH ENABLE THEM TO COMMUNICATE EFFECTIVELY WITH OTHERS.

8.1.1 THIS COMPETENCY IS CRITICAL FOR THE OLDER STUDENT WHO HAS INCREASED CONTACTS AND INTERACTIONS WITH THE SOCIAL ENVIRONMENT OR COMMUNITY.

8.1.2 IT IS ALSO CRITICAL FOR THE STUDENT WHO HAS BEEN UNABLE TO ACQUIRE READING AND WRITING SKILLS AT SUFFICIENT LEVELS OF MASTERY FOR HIS/HER INDIVIDUAL NEEDS.

8.1.3 FOR THE PURPOSES OF THIS SECTION WE WILL FOCUS ON ORAL AND WRITTEN COMMUNICATIONS. THOUGH THEY ARE OFTEN INTERRELATED WE WILL DISCUSS THEM SEPARATELY.

8.2 EFFECTIVE ORAL COMMUNICATIONS SKILLS ARE IMPORTANT COMPONENTS OF A LANGUAGE ARTS CURRICULUM.

8.2.1 BASICALLY, ORAL COMMUNICATIONS CONSISTS OF TWO MAJOR SKILL AREAS:

8.2.1.1 SPEAKING SKILLS

-THOSE FOCUSED ON COMMUNICATING MEANING TO ANOTHER PERSON OR PERSONS.

8.2.1.2 LISTENING SKILLS

-THOSE FOCUSED ON UNDERSTANDING THE MEANING ASSOCIATED WITH ANOTHER PERSON'S ORAL COMMUNICATIONS AND ACTING UPON OR ACKNOWLEDGING IT.

8.2.2 ORAL COMMUNICATIONS MUST BE TAUGHT AND DEVELOPED WITHIN SOME KIND OF SETTING OR INTERPERSONAL CONTEXTS (DISPLAY 8.2.2).

8.2.2.1 ONE TO ONE

8.2.2.2 ONE-TO-A-FEW (I.E., SMALL GROUP)

8.2.2.3 ONE-TO-MANY (I.E., PUBLIC SPEAKING)

8.2.2.4 ONE-TO-MASS (I.E., MASS MEDIA, PERFORMANCES, ETC.)

8.2.3 ORAL COMMUNICATIONS MUST ALSO BE TAUGHT AND DEVELOPED IN A MANNER THAT DELINEATES WAYS THAT MEANING OR INFORMATION IS TRANSFERRED AND CHANGED.

-THE MEANING OF WRITTEN INFORMATION IS BASICALLY SHAPED BY THE WORDS SELECTED, THE ORDER IN WHICH THEY ARE USED, AND THE LEARNING HISTORY OF THE READER. FOR EXAMPLE, NORMAN HAS WRITTEN ON HIS DESK THAT HE "HATES SCHOOL."

8.2.3.1 THE MEANING OF AN ORAL COMMUNICATION CAN BE SHAPED BY OTHER FACTORS AS WELL

-CONTENT OF THE SPEECH

-VOICE VOLUME AND INTENSITY

-SETTING CONDITIONS

-ANTECEDENT AND CONSEQUENCE EVENTS

-ACCOMPANYING FACTORS (I.E., FACIAL SIGNS, BODY POSTURES, ETC.)

-E.G., WHEN NORMAN SAYS "I HATE SCHOOL," THE MEANING ASSOCIATED WITH THAT SENTENCE MAY BE DIFFERENT IF HE YELLS IT AT A TEACHER, IF HE WHISPERS IT TO A FRIEND, IF HE'S SMILING WHEN HE SAYS IT, ETC.....

8.2.4 WHEN SELECTING, ADAPTING, OR MAKING ORAL COMMUNICATION CURRICULUM, THE FOLLOWING SKILLS SHOULD BE INCLUDED FOR THE HANDICAPPED ADOLESCENT (DISPLAY T-8.2.4).

8.2.4.1 DEVELOP AND COMMUNICATE IDEAS CLEARLY AND SPECIFICALLY.

8.2.4.2 COLLECT INFORMATION TO EXPRESS AND DEFEND STANCE OR IDEA.

8.2.4.3 TRANSMIT INFORMATION FROM ONE SOURCE TO ANOTHER.

8.2.4.4 ASK CLEAR QUESTIONS TO OBTAIN INFORMATION.

8.2.4.5 ANSWER QUESTIONS CLEARLY AND SUCCINCTLY.

8.2.4.6 GIVE ACCURATE AND SPECIFIC DIRECTIONS.

8.2.4.7 SUMMARIZE INFORMATION FOR OTHERS.

8.2.4.8 PARTICIPATE SPONTANEOUSLY IN GROUP DISCUSSIONS.

8.2.4.9 EXPRESS AN OPINION IN APPROPRIATE MANNER TO SITUATION.

8.2.4.10 INITIATE POSITIVE GREETINGS AND FAREWELLS TO OTHERS, AND OTHER SIMILAR SOCIAL RITUALS.

8.2.4.11 CONTRIBUTE NEW OR PERSONAL INFORMATION TO DISCUSISION.

8.2.4.12 PROPOSE SOLUTIONS TO GROUP PROBLEM-SOLVING ACTIVITY.

8.2.4.13 DESCRIBE ANOTHER PERSON'S VIEWPOINT.

8.2.4.14 DESCRIBE DIFFERENCES IN OPINIONS.

8.2.4.15 COMMUNICATE FEELINGS TO OTHERS.

8.2.4.16 USE WORDS, PRONUNCIATIONS, AND GRAMMER APPROPRIATE TO A GIVEN SITUATION.

8.2.4.17 USE NONVERBAL SIGNALS WHICH ARE APPROPRIATE TO A GIVEN SITUATION.

8.2.4.18 USE VOICE APPROPRIATELY AND EFFECTIVELY.

8.2.4.19 INDICATE IN APPROPRIATE MANNER WHEN UNDERSTANDING IS UNCLEAR OR CLEAR.

8.2.5 THE ABOVE COMPETENCIES SHOULD BE PRACTICED IN A SUFFICIENT NUMBER AND VARIETY OF CONDITIONS WHICH WOULD PRESENT THE INDIVIDUAL STUDENTS WITH ADEQUATE OPPORTUNITIES TO DEMONSTRATE A GIVEN SKILL (DISPLAY T-8.2.5).

8.2.5.1 PRACTICE WITH VARIED NUMBERS AND KINDS OF PERSONS.

8.2.5.2 PRACTICE IN VARIED SETTINGS AND SETTING CONDITIONS.

8.2.5.3 PRACTICE WITH VARIED DISCUSSION FORMATS (I.E., KNOWLEDGE SHARING, PROBLEM SOLVING, CREATIVE THINKING, COOPERATIVE ACTIVITY, ETC.).

8.3 THE COMPLEMENT TO GOOD ORAL COMMUNICATION SKILLS IS GOOD LISTENING SKILLS. IT IS DIFFICULT TO BE A GOOD SPEAKER IF THE STUDENT IS NOT ABLE TO USE WHAT OTHERS SAY IN ORAL OR WRITTEN STATEMENTS.

8.3.1 LISTENING SKILLS MUST BE DEVELOPED AND TAUGHT WITHIN THE SAME CONTEXTS AS THOSE WE DISCUSSED FOR ORAL COMMUNICATION SKILLS, THAT IS,

8.3.1.1 SETTING OR INTERPERSONAL CONTEXTS (E.G., ONE-TO-ONE, ONE-TO-A-FEW, ONE-TO-MANY, ONE-TO-MASS).

8.3.1.2 SHAPING VARIABLES (E.G., TEACHER FEEDBACK, ERROR CORRECTIONS, ETC.).

8.3.2 WHEN SELECTING, ADAPTING, OR DEVELOPING CURRICULUM FOR TEACHING OR DEVELOPING LISTENING SKILLS, DECISIONS SHOULD BE MADE WITHIN THE CONTEXT OF ORAL COMMUNICATION SKILLS AS STRESS THE FOLLOWING SKILL AREAS (DISPLAY T-8.3.2):

8.3.2.1 ACKNOWLEDGE THE SPEAKER(S).

8.3.2.2 ENGAGE IN APPROPRIATE NON-VERBAL BEHAVIORS.

8.3.2.3 IDENTIFY MAIN IDEAS.

8.3.2.4 DETERMINE DIFFERENCE BETWEEN FACT AND OPINION.

8.3.2.5 DISCRIMINATE BETWEEN INFORMATIVE AND PERSUASIVE MESSAGES.

8.3.2.6 DETERMINE WHETHER LISTENER(S) UNDERSTANDS COMMUNICATION.

8.3.2.7 FOLLOW VERBAL DIRECTIONS ACCURATELY.

8.3.2.8 ATTEND TO SPEAKER.

8.4 ANOTHER IMPORTANT LANGUAGE ARTS AREA IS WRITTEN COMMUNICATION.

8.4.1 THOUGH THERE ARE FEWER DEMANDS FOR WRITTEN COMMUNICATIONS, THE HANDICAPPED ADOLESCENT MUST STILL BE COMPETENT IN THIS AREA. SOME OF THE CRITICAL AREAS OF CONCERN FOR THE ADOLESCENT AND YOUNG ADULT ARE (DISPLAY T-8.4.1):

8.4.1.1 LEGIBILITY

8.4.1.2 SPELLING

8.4.1.3 EXPRESSION OF MEANING

8.4.1.4 DETERMINING FORMAT FOR WRITING INFORMATION

8.4.2 AS STRESSED THROUGHOUT THIS MODULE, THE FOCUS ON CURRICULUM AND INSTRUCTIONAL DECISION MAKING SHOULD BE ON INTEGRATION OF THE CURRICULUM INTO FUNCTIONAL AND RELEVANT LEARNING ACTIVITIES FOR THE INDIVIDUAL STUDENT.

-E.G., ALL WRITING ACTIVITIES FOR MONTY FOCUS ON ACTIVITIES WHICH ARE DIRECTLY RELATED TO INCREASING HIS LIKELIHOOD OF SUCCESS IN HIS WORK, HOME, AND SCHOOL SETTINGS.

-THE TEACHER HAS HIM LEAVE WRITTEN NOTES WHEN SHE IS NOT AVAILABLE TO TALK DIRECTLY WITH HIM.

-THE TEACHER HAS HIM PRACTICE WRITING JOB APPLICATIONS, FOOD PURCHASING LISTS, LETTERS TO FRIENDS, ETC.

-SHE GRADES HIM ON THE LEGIBILITY, SPELLING ACCURACY, CLARITY OF MEANING, AND SELECTION AND DEVELOPMENT OF THE APPROPRIATE FORMAT FOR PRESENTING THE INFORMATION.

8.4.3 ALSO IMPORTANT IS TEACHING THE STUDENT SKILLS WHICH WILL ENABLE THE STUDENT TO OBTAIN INFORMATION THAT WILL ENHANCE HIS/HER WRITTEN PRODUCTS.

8.4.3.1 CERTAIN SKILLS WILL FACILITATE THE APPEARANCE AND MEANING OF A STUDENT'S WRITTEN PRODUCTS.

-USE OF DICTIONARY OR THESAURUS AS AN AID TO ACCURATE SPELLINGS AND MEANINGS

-APPROPRIATE RESEARCHING SKILLS

-TO OBTAIN ACCURATE INFORMATION

-TO READ AND SUMMARIZE INFORMATION BEFORE WRITING

-TO DISCRIMINATE BETWEEN A FORMAL AND WRITTEN PRODUCT

-SELECTION OF APPROPRIATE WRITING MATERIALS (I.E., PAPER, PEN VS PENCIL VS TYPED).

-USE OF TYPEWRITER AND/OR WORD PROCESSOR

-PROOFREADING SKILLS

8.5 IN THIS SECTION ON ORAL AND WRITTEN COMMUNICATION SKILLS, WE HAVE EMPHASIZED THE FOLLOWING:

8.5.1 SPEECH COMMUNICATION SKILLS WHICH STRESSED

8.5.1.1 ORAL OR SPEAKING SKILLS, AND

8.5.1.2 LISTENING COMPETENCIES

8.5.2 WRITTEN COMMUNICATIONS.

8.5.3 IN THIS BRIEF DICUSSION OF THE LANGUAGE ARTS AREA, WE STRESSED THE IMPORTANCE OF TEACHING COMMUNICATION SKILLS WITHIN THE CONTEXT OF FUNCTIONAL AND RELEVANT CONTEXTS.

8.5.3.1 CURRICULAR DECISIONS ARE BASED ON WHAT IS FUNCTIONAL FOR THE STUDENT IN HIS/HER IMMEDIATE ENVIRONMENT AND IN THE SOCIAL/VOCATIONAL/COMMUNITY SETTING IN WHICH S/HE IS MOST LIKELY TO BE OPERATING.

8.6 THIS CONCLUDES PART 2 OF THIS MODULE ON CURRICULUM. IN THIS SECTION WE DISCUSSED A NUMBER OF TOPICS:

8.6.1 SOME BASIC ASSUMPTIONS AND CONDITIONS FOR DISCUSSING MATH AND READING CURRICULUM DECISIONS FOR THE HANDICAPPED ADOLESCENT AND YOUNG ADULT ARE:

8.6.1.1 FUNCTIONAL AND MEANINGFUL CURRICULUM

8.6.1.2 "CRITICAL EFFECT" AND "CULTURAL IMPERATIVES"

8.6.1.3 INDIVIDUALIZED CURRICULUM

8.6.1.4 AGE-APPROPRIATE MOTIVATION SYSTEM

8.6.2 READING CURRICULUM CONSIDERATIONS

8.6.2.1 WHY READING SKILLS ARE IMPORTANT

8.6.2.2 USING READING SKILLS TO MAXIMIZE THE STUDENTS STRENGTHS AND ASSETS.

8.6.2.3 READING CURRICULUM OPTIONS.

8.6.2.4 INTEGRATING THE READING CURRICULUM.

8.6.2.5 DESIGNING READING ACQUISITION ACTIVITIES.

8.6.2.6 LANGUAGE EXPERIENCE APPROACH.

8.6.2.7 INDIVIDUAL READING CURRICULUM.

8.6.2.8 HIGH INTEREST-LOW VOCABULARY READING MATERIALS.

8.6.2.9 READING-RELATED VOCABULARY, COMPREHENSION, AND STUDY SKILLS (I.E., READING-TO-LEARN SKILLS).

8.6.3 MATH CURRICULUM CONSIDERATIONS

8.6.3.1 IMPORTANCE OF MATH-RELATED SKILLS.

8.6.3.2 CURRICULUM DECISION CONSIDERATIONS FOR THE HANDICAPPED ADOLESCENT AND YOUNG ADULT.

8.6.3.3 SEQUENCE OF MATH BASICS.

8.6.3.4 APPLICATION SKILLS FOR MATH BASICS.

8.6.3.5 MATH CURRICULUM DECISIONS.

8.6.3.6 SELECTING MATH CURRICULUM.

8.6.4 COMMUNICATION AND LANGUAGE ARTS CURRICULUM

8.6.4.1 IMPORTANCE OF COMMUNICATIONS SKILLS FOR THE ADOLESCENT AND YOUNG ADULT.

8.6.4.2 EFFECTIVE ORAL COMMUNICATION SKILLS AND CURRICULUM CONSIDERATIONS.

8.6.4.3 EFFECTIVE LISTENING SKILLS AND CURRICULUM.

8.6.4.4 EFFECTIVE WRITTEN COMMUNICATION SKILLS AND CONSIDERATIONS.

9.0 CAREER AND VOCATIONAL EDUCATION CURRICULUM

9.1 INTRODUCTION TO CURRICULUM IN THE VOCATIONAL AND FUNCTIONAL LIVING SKILLS.

9.1.1 IN THIS SECTION OF THE MODULE, WE WILL DISCUSS CURRICULUM CONSIDERATIONS FOR

9.1.1.1 TEACHING VOCATIONAL/CAREER RELATED SKILLS, AND

9.1.1.2 TEACHING FUNCTIONAL LIVING SKILLS.

9.1.2 AS WE HAVE DONE PREVIOUSLY, WE WILL DISCUSS GENERAL CURRICULUM CONSIDERATIONS AND IDENTIFY AND DEVELOP POSSIBLE SKILL AREA CURRICULUM.

9.1.3 WHEN DISCUSSING THESE CURRICULUM AREAS, WE WILL AGAIN NEED TO KEEP THE FOLLOWING ASSUMPTIONS AND CONDITIONS IN MIND

9.1.3.1 PRESENT A FUNCTIONAL AND MEANINGFUL CURRICULUM

9.1.3.2 FOCUS ON CRITICAL EFFECT OR CULTURAL IMPERATIVES

9.1.3.3 EMPHASIZE AN INDIVIDUALIZED CURRICULUM

9.1.3.4 IDENTIFY AND DEVELOP AN AGE-APPROPRIATE MOTIVATION SYSTEM.

9.2 AS HANDICAPPED ADOLESCENTS AND YOUNG ADULTS PREPARE TO CONCLUDE THEIR ACADEMIC EXPERIENCE AND TO ENTER THE WORK ENVIRONMENT, THEY MUST HAVE SKILLS AND INFORMATION THAT WILL INCREASE THEIR OPPORTUNITIES TO COMPETE SUCCESSFULLY FOR JOBS WHICH MAXIMIZE THEIR BEHAVIORAL STRENGTHS AND ASSETS.

9.2.1 AS TEACHERS GUIDE THIS PROCESS, WE MUST KEEP SOME CONTEXTUAL GUIDELINES IN MIND (DISPLAY T-9.2.1).

9.2.1.1 MATCH CAREER/VOCATIONAL LEARNING EXPERIENCES TO THE INDIVIDUAL STUDENT'S NEEDS...NOT TO OUR OWN OR LOCAL BELIEF SYSTEMS.

-I.E., BECAUSE A STUDENT IS HANDICAPPED, IT DOES NOT PRESUPPOSE THAT S/HE CAN NOT BENEFIT FROM COMMUNITY COLLEGE OR UNIVERSITY EXPERIENCES.

-E.G., A GROWING NUMBER OF POST-SECONDARY SCHOOLS ARE DEVELOPING SUPPORT PROGRAMS FOR LEARNING DISABLED STUDENTS.

-E.G., THE STUDENT WHO "HAS NOT CONFORMED" TO THE BEHAVIORAL EXPECTATIONS OF A PUBLIC HIGH SCHOOL MAY BE QUITE SUCCESSFUL IN A COLLEGE SETTING WHERE THERE ARE FEWER OVERT DISCIPLINARY CONTROLS AND WHERE DIFFERENT SOCIAL RULES OR CONTINGENICES MAY SHAPE AND

CONTROL DIVERGENT BEHAVIOR. FOR EXAMPLE, PAUL WEARS CLOTHING AND A HAIR STYLE THAT ARE QUITE DIFFERENT FROM THE STATUS QUO OF HIS HIGH SCHOOL. HOWEVER, THESE SAME DRESS HABITS ARE TOLERATED AND ACCEPTED IN THE LARGER AND MORE VARIED COLLEGE STUDENT POPULATION.

9.2.1.2 THE PUBLIC SECONDARY SCHOOL, CORRECTIONAL EDUCATION, AND MANY ALTERNATIVE OR DIVERSIONARY PROGRAMS DO NOT PROVIDE A LEARNING OR WORKING ENVIRONMENT THAT CORRESPONDS TO REAL WORK WORLD SETTINGS. THIS CONDITION SUGGESTS A NUMBER OF GUIDELINES:

-TEACHERS AND STUDENTS MUST ASSESS WORK REQUIREMENTS OF REAL WORK SETTINGS.

-E.G., ANTHONY WANTS TO BE PART OF THE COMPUTER TECHNOLOGY WORK WORLD. BOTH ANTHONY AND THE TEACHER MUST DETERMINE THE VARIETY OF JOBS ASSOCIATED WITH THE COMPUTER FIELD (E.G., STORE ROOM CLERK....TO COMPUTER PROGRAMMER) AND DETERMINE THE JOB AND JOB-RELATED SKILLS REQUIRED TO SECURE AND HOLD A JOB.

-TEACHERS AND STUDENTS MUST LEARN TRANSFERABLE JOB-RELATED SKILLS THAT ARE SIMILAR AND DIFFERENT FROM THOSE REQUIRED IN THE SCHOOL SETTING.

-E.G., ANTHONY IS FREQUENTLY LATE TO HIS SCHOOL CLASSES. HE MUST LEARN THAT GETTING TO WORK ON TIME IS A CRITICAL SKILL FOR MAINTAINING A JOB. THE TEACHER MUST ARRANGE HER/HIS INSTRUCTION TO TEACH ANTHONY THE SIMILARITIES AND DIFFERENCES BETWEEN ON-TIME REQUIREMENTS OF THE SCHOOL AND WORK SETTING.

-SCHOOL-RELATED SETTINGS MUST INCREASE REAL WORLD WORK EXPERIENCES FOR THE HANDICAPPED ADOLESCENT AND YOUNG ADULT.

-I.E., IT CANNOT BE ASSUMED THAT TRADITIONAL CURRICULUM, SUCH AS, CAREER READERS, WORKSHEETS, INTEREST INVENTORIES, CAREER CHECKLISTS, WORK SAMPLES, WORK STATION SIMULATIONS, AND THE LIKE WILL PROVIDE SUFFICIENT LEARNING EXPERIENCES FOR THE STUDENT TO BE SUCCESSFUL IN THE REAL WORK WORLD.

-I.E., CURRICULUM SHOULD BE DESIGNED TO SAMPLE A WIDE RANGE OF REAL-WORLD WORK CONDITIONS AND BEHAVIORS IN ORDER TO INCREASE THE LIKELIHOOD THAT THE STUDENT WILL BE ABLE TO DISPLAY APPROPRIATE BEHAVIORS IN OTHER NONTRAINED SETTINGS.

9.2.1.3 THE BOTTOM LINE IN ANY CAREER/VOCATIONAL CURRICULUM IS TO PROVIDE THE STUDENT WITH THE SKILLS NECESSARY TO SECURE AND MAINTAIN A JOB.

-I.E., TEACHERS SHOULD GUIDE THEIR CURRICULUM DECISIONS BASED ON THIS END.

9.3 A SIMPLE, FOUR STEP GUIDE MIGHT BE CONSIDERED AS A MEANS OF DIRECTING CURRICULUM DECISIONS FOR CAREER/VOCATIONAL INSTRUCTION (DISPLAY T-9.3).

9.3.1 STEP ONE CONSISTS OF ASSESSING INDIVIDUAL STUDENT WEAKNESSES AND STRENGTHS WITHIN THE CONTEXT OF JOB RELATED GOALS AND INTERESTS.

9.3.1.1 THOUGH THE MODULE ON ASSESSMENT AND EVALUATION IN THIS SERIES PROVIDES A MORE IN DEPTH PRESENTATION ON THIS TOPIC, THE TEACHER SHOULD GENERALLY FOCUS ON THE FOLLOWING INDIVIDUALIZED VOCATIONAL AND CAREER ASSESSMENT AREAS:

-CONTINUUM OF REALISTIC CAREERS AVAILABLE TO THE STUDENT.

-SPECIFIC PREPARATION REQUIREMENTS FOR EACH JOB.

-ASSESSMENT OF WHAT GENERAL AND SPECIFIC SKILLS HAVE BEEN MASTERED AND NEED TO BE LEARNED.

9.3.2 STEP TWO CONSISTS OF IDENTIFYING INDIVIDUAL CAREER AND VOCATIONAL OPTIONS AVAILABLE TO A STUDENT.

9.3.2.1 THIS STEP SERVES AS A CAREER EXPLORATION/CAREER PLANNING ACTIVITY.

9.3.2.2 THE STUDENT MUST BE CLEAR ABOUT HIS/HER OWN BEHAVIORAL STRENGTHS, WEAKNESSES, POTENTIAL.

9.3.2.3 THE STUDENT MUST IDENTIFY THE JOB REQUIREMENTS OF THE VARIOUS OPTIONS AVAILABLE.

9.3.2.4 THE STUDENT MUST MATCH AND EVALUATE HIS/HER OWN BEHAVIORAL CHARACTERISTICS WITH THE DIFFERENT JOB REQUIREMENTS.

9.3.2.5 GIVEN THE PREVIOUS EVALUATIONS THE STUDENT MUST BE ABLE TO DETERMINE WHICH JOB OPTIONS ARE ACHIEVABLE.

9.3.3 STEP THREE CONSISTS OF IDENTIFYING GENERALIZED PREREQUISITE SKILLS. "GENERALIZED" REFERS TO SKILLS WHICH HAVE UTILITY ACROSS A NUMBER OF JOB SETTINGS. WE WILL DISCUSS THESE IN GREATER DETAIL IN THE NEXT SECTION; HOWEVER, THERE ARE THREE AREAS WHICH NEED TO BE ADDRESSED:

9.3.3.1 PERSONAL AND INTERPERSONAL JOB-RELATED SKILLS.

9.3.3.2 JOB PREPARATION SKILLS (E.G., SEEKING, APPLYING, ETC.).

9.3.3.3 WORK RELATED SKILLS.

9.3.4 THE LAST STEP IS THE IDENTIFICATION OF WORK-RELATED SKILLS WHICH ARE SPECIFIC TO A GIVEN JOB.

-I.E., ONCE A JOB HAS BEEN IDENTIFIED AS APPROPRIATE TO AN INDIVIDUAL STUDENT AND ALSO PERCEIVED AS ATTAINABLE, THE TEACHER AND STUDENT WILL NEED TO DETERMINE WHAT SPECIFIC SKILLS ARE REQUIRED TO HOLD OR BE SUCCESSFUL AT A JOB.

-E.G., ROGER HAS DECIDED THAT HE IS CAPABLE OF AND WANTS TO BECOME A DATA ENTRY SPECIALIST. THE TEACHER AND ROGER HAVE DETERMINED THAT HE MUST LEARN TO TYPE PROFICIENTLY, TO OPERATE A COMPUTER, AND A NUMBER OF OTHER SPECIFIC SKILLS REQUIRED OF A DATA ENTRY SPECIALIST.

9.4 GUIDELINES FOR SELECTING, ADAPTING, AND/OR DEVELOPING A CURRICULUM FOR TEACHING GENERALIZED PREREQUISITE WORK-RELATED SKILLS.

9.4.1 THIS SECTION WILL COVER A SAMPLING OF BASIC SKILLS AND COMPETENCIES THAT MIGHT BE STRESSED IN A CAREER/VOCATIONAL CURRICULUM FOR HANDICAPPED ADOLESCENTS AND YOUNG ADULTS. WE WON'T ENGAGE IN A DETAILED DISCUSSION AS THESE MATERIALS ARE COVERED IN GREATER DEPTH IN ANOTHER MODULE.

9.4.2 PERSONAL AND INTERPERSONAL JOB-RELATED SKILLS MIGHT INCLUDE COMPETENCIES IN THE FOLLOWING AREAS (DISPLAY T-9.4.2):

9.4.2.1 APPROPRIATE DRESS AND GROOMING HABITS.

9.4.2.2 PREPARATION AND MANAGEMENT OF MEALS BEFORE AND DURING WORK HOURS.

9.4.2.3 MANAGEMENT OF PERSONAL TIME AND TIMELINES.

-E.G., GETTING UP ON TIME TO PREPARE FOR WORK, GETTING TO WORK ON TIME, USING BREAKS APPROPRIATELY, ETC.

9.4.2.4 APPROPRIATE LANGUAGE AND COMMUNICATION SKILLS WITH OTHERS.

-E.G., SPEAKING, LISTENING, AND WRITING SKILLS.

9.4.2.5 APPROPRIATE USE AND MANAGEMENT OF TRANSPORTATION

-E.G., MAINTAINING A VEHICLE, USING PUBLIC TRANSPORTATION, MEETING CAR POOLING CONDITIONS, ETC.

9.4.2.6 ADEQUATE MONEY MANAGEMENT SKILLS.

-E.G., DEPOSITING CHECKS, MANAGING A CHECKING/SAVINGS ACCOUNT, ETC.

9.4.2.7 APPROPRIATE TELEPHONE SKILLS AND ETIQUETTE.

9.4.2.8 ENGAGING IN APPROPRIATE SOCIAL INTERACTIONS WITH FELLOW WORKERS.

9.4.3 JOB SECURING AND PREPARATION SKILLS INCLUDE BUT ARE NOT LIMITED TO THE FOLLOWING (DISPLAY T-9.4.3):

9.4.3.1 FINDING A JOB

-IDENTIFICATION OF OWN STRENGTHS AND WEAKNESSES

-IDENTIFICATION OF JOB REQUIREMENTS

-MATCHING OWN SKILLS WITH JOB REQUIREMENTS

9.4.3.2 REQUESTING JOB APPLICATION INFORMATION

9.4.3.3 FILLING OUT JOB APPLICATION

-SOCIAL SECURITY NUMBER

-PERSONAL INFORMATION

-EDUCATIONAL PREPARATION

-PRIOR EMPLOYMENT EXPERIENCES

-MEDICAL AND OTHER HISTORIES

9.4.3.4 PREPARING AND SUBMITTING A RESUME OR VITA

9.4.3.5 DEVELOPING AND OBTAINING REFERENCE PERSONS AND REFERENCE MATERIALS

9.4.3.6 PREPARING FOR AND PARTICIPATING IN INTERVIEWS

-GREETINGS AND FAREWELLS

-HANDSHAKES

-ACTIVE LISTENING SKILLS

-ANSWERING QUESTIONS

-DESCRIBING STRENGTHS AND WEAKNESSES

-ASKING APPROPRIATE QUESTIONS

-NEGOTIATING JOB, SALARY, ETC.

9.4.4 WORK-RELATED SKILLS, I.E., SKILLS REQUIRED TO MAINTAIN A JOB AND TO PREPARE FOR ADVANCEMENT (DISPLAY T-9.4.4).

9.4.4.1 ACCEPTING FEEDBACK FROM SUPERVISORS.

9.4.4.2 WORKING INDEPENDENTLY WITH MINIMUM SUPERVISORY GUIDANCE OR DIRECTION.

9.4.4.3 EXPRESSING INTEREST IN LEARNING.

9.4.4.4 SETTING PERSONAL GOALS FOR ADVANCEMENT AND IMPROVEMENT.

9.4.4.5 GETTING ALONG WITH FELLOW WORKERS.

-APPROPRIATE COMMUNICATION SKILLS (I.E., VERBAL AND LISTENING SKILLS.

9.4.4.6 MEETING TIMELINES AND DEADLINES.

-SHOWING UP ON TIME, RETURNING FROM BREAKS, LUNCH, ETC.

-MEETING PRODUCTION OR ASSIGNMENT TIMELINES.

-USE OF TIME CARDS OR TIME-CLOCKS.

9.4.4.7 SHOWING BEST EFFORT.

-INDICATION OF PRIDE IN OWN AND OTHERS WORK.

-RESPECT FOR GOALS OR PURPOSES OF THE JOB.

9.4.4.8 UNDERSTANDING AND OBEYING WORK RULES AND PROCEDURES.

-SICKNESS OR ILLNESS PROCEDURES.

-VACATION POLICIES.

-USE OF APPROPRIATE PROCEDURES AND CHANNELS FOR COMPLAINTS, CONCERNS, ETC.

-UNDERSTANDING OF CONDITIONS WHICH MIGHT RESULT IN LOSING A JOB OR BEING DEMOTED.

9.4.4.9 DEMONSTRATING ADEQUATE SAFETY HABITS FOR SELF AND OTHERS.

9.4.4.10 RESPECTING THE WORK ENVIRONMENT.

-PROPER USE OF EQUIPMENT AND MATERIALS.

-NEATNESS AND ORDER.

-MAINTAINING THE WORK AREA.

9.5 THIS SECTION HAS GIVEN A BRIEF OVERVIEW OF VOCATIONAL CURRICULUM AREAS AND GUIDELINES FOR THE HANDICAPPED ADOLESCENT AND YOUNG ADULT.

9.5.1 THE FOCUS HAS BEEN ON ADAPTING THE EDUCATIONAL ENVIRONMENT TO BEST PREPARE THE STUDENT FOR THE REAL WORK WORLD, AND

9.5.2 IDENTIFYING CURRICULUM CONTENT THAT WILL INCREASE THE STUDENTS PROBABILITY OF SUCCESS IN FINDING, SECURING, AND MAINTAINING A JOB.

10.0 CURRICULUM GUIDELINES FOR TEACHING FUNCTIONAL LIVING SKILLS

10.1 THIS SECTION WILL FOCUS ON CURRICULUM AREAS AND GUIDELINES FOR TEACHING PERSONAL AND INTERPERSONAL LIVING SKILLS THAT WILL INCREASE SUCCESSFUL FUNCTIONING IN A VARIETY OF SETTINGS.

10.1.1 AS IN THE PREVIOUS SECTION ON VOCATIONAL CURRICULUM CONSIDERATIONS, WE WILL ONLY PROVIDE A BRIEF OVERVIEW OF SOME MAJOR CURRICULUM AREAS.

10.1.1.1 SINCE WE ARE FOCUSING ON A GENERALIZABLE AND INDIVIDUALIZED CURRICULUM, TEACHERS WILL NEED TO APPLY THESE GUIDELINES TO THE INDIVIDUAL NEEDS OF THEIR STUDENTS.

10.1.1.2 WE WILL DISCUSS A STRUCTURED SET OF LEARNING SKILLS WHICH HAVE BEEN IDENTIFIED AS BEING IMPORTANT FOR THE ADOLESCENT (GOLDSTEIN, SPRAFLKIN, GERSHAW, & KLEIN, (1980).

10.1.1.3 WE WILL ALSO DISCUSS A GENERAL CURRICULUM STRUCTURE WHICH ADDRESSES THE KEY FUNCTIONAL SOCIAL SKILL AREAS (VALLETUITTI & BENDER, 1982) AND WITHIN WHICH THE STRUCTURED LEARNING SKILLS CAN BE APPLIED.

10.2 FIRST, WE SHOULD REVIEW SOME BASIC GUIDELINES WHICH HAVE BEEN MENTIONED IN EARLIER SECTIONS, AND WHICH HAVE DIRECT APPLICATION IN THIS SECTION ON FUNCTIONAL LIVING SKILLS (DISPLAY T-10.2).

10.2.1 CURRICULUM DECISIONS SHOULD BE INDIVIDUALIZED.

10.2.2 THE STUDENT SHOULD BE GIVEN AN ADEQUATE AMOUNT AND VARIETY OF PRACTICE EXPERIENCES.

10.2.2.1 TO INCREASE THE PROBABILITY OF SKILL MAINTENANCE AND GENERALIZATION.

10.2.3 THE CURRICULUM CHOICES SHOULD BE DIRECTLY APPLICABLE AND MEANINGFUL TO THE STUDENT'S STRENGTHS AND WEAKNESSES, AND IMMEDIATE AND LONG-TERM LIVING NEEDS.

10.2.4 SELECTED CURRICULUM CHOICES SHOULD PRODUCE CLEARLY IDENTIFIED "CRITICAL EFFECTS" (I.E., THEY PRODUCE SETTING EFFECTS WHICH INCREASE THE STUDENT'S LIKELIHOOD OF SUCCESS AND WHICH CAUSE THE STUDENT TO BE PERCEIVED IN MORE POSITIVE WAYS).

10.2.5 THE CURRICULUM CHOICES SHOULD BE GENERALIZABLE... THAT IS THEY SHOULD BE DIRECTLY APPLICABLE IN A VARIETY OF SETTINGS AND CONDITIONS.

10.3 GOLDSTEIN ET AL. (1980, PP. 84-85) HAVE OUTLINED A SET OF PERSONAL AND INTERPERSONAL SOCIAL SKILLS FOR ADOLESCENTS WHICH INCREASE THEIR ABILITY TO FUNCTION SUCCESSFULLY IN THE SOCIAL ENVIRONMENT. THESE ARE PRESENTED FOR GENERAL DISCUSSION. HOW THEY ARE SPECIFICALLY DEFINED AND TAUGHT WILL VARY BY INDIVIDUAL AND SETTING. MANY OF THESE HAVE BEEN DISCUSSED TO SOME DEGREE IN OTHER SECTIONS (NOTE: ITEMS INDICATED WITH A "•" ARE NOT FROM THE GOLDSTEIN ET AL. SOURCE) (DISPLAY T-10.3).

10.3.1 BEGINNING SOCIAL SKILLS

10.3.1.1 LISTENING

10.3.1.2 STARTING A CONVERSATION

10.3.1.3 HAVING A CONVERSATION

10.3.1.4 ASKING A QUESTION

10.3.1.5 SAYING "THANK YOU"

10.3.1.6 INTRODUCING YOURSELF

10.3.1.7 INTRODUCING OTHER PEOPLE

10.3.1.8 GIVING A COMPLIMENT

- RESPONDING APPROPRIATELY WHEN NAME CALLED

10.3.2 ADVANCED SOCIAL SKILLS

10.3.2.1 ASKING FOR HELP

10.3.2.2 JOINING IN

10.3.2.3 GIVING INSTRUCTIONS

10.3.2.4 FOLLOWING INSTRUCTIONS

10.3.2.5 APOLOGIZING

10.3.2.6 CONVINCING OTHERS

- ATTENDING TO BEHAVIORS OF OTHERS
- RESPECTING ACTIVITIES AND PROPERTY OF OTHERS
- ACCEPTING PRAISE FROM OTHERS
- WAITING TURN
- SHARING WITH OTHERS
- CONFORMING TO DECISIONS OF OTHERS
- ACCEPTING NEW PARTICIPANTS TO AN ON-GOING ACTIVITY
- RESPONDING APPROPRIATELY TO POSITIVE PEER PRESSURE

10.3.3 SKILLS FOR DEALING WITH FEELINGS (DISPLAY T-10.3.3).

10.3.3.1 KNOWING YOUR FEELINGS

10.3.3.2 EXPRESSING YOUR FEELINGS

10.3.3.3 UNDERSTANDING THE FEELINGS OF OTHERS

10.3.3.4 DEALING WITH SOMEONE ELSE'S ANGER

10.3.3.5 EXPRESSING AFFECTION

10.3.3.6 DEALING WITH FEAR

10.3.3.7 REWARDING YOURSELF

10.3.4 SKILL ALTERNATIVES TO AGGRESSION

10.3.4.1 ASKING PERMISSION

10.3.4.2 SHARING SOMETHING

10.3.4.3 HELPING OTHERS

10.3.4.4 NEGOTIATION

10.3.4.5 USING SELF-CONTROL

10.3.4.6 STANDING UP FOR YOUR RIGHTS

10.3.4.7 RESPONDING TO TEASING

10.3.4.8 AVOIDING TROUBLE WITH OTHERS

10.3.4.9 KEEPING OUT OF FIGHTS

- ACCEPTING HELP FROM OTHERS IN A CRISIS
- ACCEPTING CONSTRUCTIVE CRITICISM FROM OTHERS

10.3.5 SKILLS FOR DEALING WITH STRESS (DISPLAY T-10.3.5).

10.3.5.1 MAKING A COMPLAINT
10.3.5.2 ANSWERING A COMPLAINT

10.3.5.3 SPORTSMANSHIP AFTER A GAME

10.3.5.4 DEALING WITH EMBARRASSMENT

10.3.5.5 DEALING WITH BEING LEFT OUT

10.3.5.6 STANDING UP FOR A FRIEND

10.3.5.7 RESPONDING TO PERSUASION

10.3.5.8 RESPONDING TO FAILURE

10.3.5.9 DEALING WITH CONTRADICTORY MESSAGES

10.3.5.10 DEALING WITH AN ACCUSATION

10.3.5.11 GETTING READY FOR A DIFFICULT CONVERSATION

10.3.5.12 DEALING WITH GROUP PRESSURE

10.3.6 PLANNING SKILLS

10.3.6.1 DECIDING ON SOMETHING TO DO

10.3.6.2 DECIDING WHAT CAUSED A PROBLEM

10.3.6.3 SETTING A GOAL

10.3.6.4 DECIDING ON YOUR ABILITIES

10.3.6.5 GATHERING INFORMATION

10.3.6.6 ARRANGING PROBLEMS BY IMPORTANCE

10.3.6.7 MAKING A DECISION

10.3.6.8 CONCENTRATING ON A TASK

10.4 THE ABOVE PERSONAL AND INTERPERSONAL SOCIAL SKILLS MIGHT BE SELECTED AND TAUGHT WITHIN A CONTEXT THAT LOOKS AT THE TOTAL COMMUNITY IN WHICH THE ADOLESCENT IS REQUIRED TO BE EFFECTIVE. THIS MODEL HAS BEEN PROPOSED BY VALLETUTTI AND BENDER (1982). IT WILL BE SUMMARIZED HERE AS A STRUCTURE FOR ORGANIZING A SOCIAL SKILLS CURRICULUM.

10.4.1 VALLETUTTI AND BENDER DISCUSS FUNCTIONAL CURRICULUM FOR THE ADOLESCENT FROM WITHIN EIGHT MAJOR DOMAINS. WE WILL DESCRIBE EACH OF THESE AND HIGHLIGHT THE MAJOR CURRICULUM AREAS WITHIN EACH. (NOTE: ITEMS MARKED BY A "•" HAVE BEEN ADDED.) (DISPLAY T-10.4.1)

10.4.2 "THE INDIVIDUAL AS A RESPONSIVE AND RESPONSIBLE PERSON"

10.4.2.1 THIS CURRICULUM DOMAIN EMPHASIZES THE DEVELOPMENT OF SKILLS WHICH FACILITATE INTERPERSONAL AND INTIMATE RELATIONSHIPS WITH OTHERS. SIX MAJOR ROLES ARE DELINEATED:

-RELATIVE OR FRIEND

-NEIGHBOR

-MATE

-PARENT

•WORKER

•STRANGER OR NEW ACQUAINTANACE

10.4.3 "THE INDIVIDUAL AS A MEMBER OF A HOUSEHOLD"

10.4.3.1 THIS AREA ADDRESSES THE SKILLS REQUIRED OF THE ADOLESCENT TO BE SUCCESSFUL IN MAINTAINING AND LIVING IN A HOUSEHOLD OR HOME-LIVING SITUATION. THE MAJOR CURRICULUM AREAS INCLUDED ARE

-MANAGEMENT OF FOOD

-MANAGEMENT AND CARE OF CLOTHING

-PERSONAL GROOMING AND APPEARANCE

-COMMUNICATION AND WORKING WITH OTHERS SKILLS

-GENERAL HOME MAINTENANCE

-GENERAL HEALTH AND NUTRITION

-APARTMENT MAINTENANCE

•HOME SAFETY

10.4.4 "THE INDIVIDUAL AS TRAVELER" (DISPLAY T-10.4.4)

10.4.4.1 THIS CURRICULUM DOMAIN FOCUSES ON THE NEED FOR INDIVIDUALS TO MOVE EFFICIENTLY AND EFFECTIVELY THROUGH THEIR ENVIRONMENT

•USE OF PUBLIC TRANSPORTATION

•USE OF PERSONAL TRANSPORTATION MEANS

•USE OF TRANSPORTATION AIDS (E.G., MAPS, INFORMATION, TELEPHONE, ETC.)

•GIVING TRAVEL INFORMATION TO OTHERS

•FOR WORK, RECREATION, OTHERS
•AS A PEDESTRIAN

•RULES OF THE ROAD (I.E., DRIVER'S LICENSES)

10.4.5 "INDIVIDUAL AS A LEARNER"

10.4.5.1 THIS SECTION FOCUSES ON SKILLS WHICH ENABLE THE INDIVIDUAL TO LEARN AND ACCESS NEW INFORMATION

-GETTING READY FOR SCHOOL AND/OR TRAINING PROGRAMS

-TRAVELING TO SCHOOL AND OTHER TRAINING PROGRAMS

-SCHOOL OR TRAINING PROGRAM RELATED SKILLS

-LEARNING PREREQUISITES, E.G., READING, WRITING, ETC.

-MOVING ABOUT THE BUILDING OR PROGRAM

•ACCESSING ALTERNATIVE INFORMATION SOURCES (E.G., LIBRARIES, COLLEGES, BOOKSTORES, ETC.

-EXTRACURRICULAR ACTIVITIES

•VOCATIONAL-RELATED ACTIVITIES

10.4.6 "THE INDIVIDUAL AS A WORKER"

10.4.6.1 THIS SECTION FOCUSES ON THE CURRICULUM AREAS DISCUSSED IN THE PREVIOUS SECTION ON CAREER AND VOCATIONAL CURRICULUM

-INVESTIGATING POSSIBLE JOB SOURCES

-APPLYING FOR WORK

-GETTING READY FOR WORK

-OBEYING WORK RULES AND POLICIES

-USING APPROPRIATE ON-THE-JOB SKILLS

•REFER TO COMPETENCIES DISCUSSED IN

SECTION 9.0

10.4.7 "THE INDIVIDUAL AS A PARTICIPANT IN LEISURE EXPERIENCES" (DISPLAY T-10.4.7).

10.4.7.1 THIS CURRICULUM DOMAIN EMPHASIZES THE NEED FOR EACH INDIVIDUAL TO USE THEIR NON-WORK AND LEISURE TIME IN A CONSTRUCTIVE AND ENJOYABLE MANNER.

-PLAYING GAMES
-SPORTS AND PHYSICAL FITNESS

-CAMPING AND OUTDOOR ACTIVITIES

-NATURE STUDY, APPRECIATION, AND DEVELOPMENT

-HOBBY ACTIVITIES

-CRAFT ACTIVITIES

-ART ACTIVITIES

-ENTERTAINMENT AND CULTURAL ACTIVITIES

•DAILY LEISURE ACTIVITIES, E.G., BOOKS, TELEVISION, MUSIC, ETC.

10.4.8 "THE INDIVIDUAL AS A CONSUMER OF GOODS AND SERVICES"

10.4.8.1 THIS SECTION ADDRESSES THE ADOLESCENT AND YOUNG ADULT A CONSUMER OF PRODUCTS, SERVICES, AND ACTIVITIES.

-CONSUMER OF GOODS

-CONSUMER OF SERVICES

-FINANCIAL CONSUMERISM, E.G., APARTMENT LIVING, HOUSE OWNERSHIP, ETC.

•DEALING WITH ADVERTISING

•MONEY MANAGEMENT

10.4.9 "THE INDIVIDUAL AS A RESPONSIBLE AND RESPONSIVE CITIZEN" (DISPLAY T-10.4.9).

10.4.9.1 THIS SECTION FOCUSES ON THE INDIVIDUAL AS A CONTRIBUTING MEMBER OF A COMMUNITY OR LARGER SOCIETY OR ENVIRONMENT.

-CITIZENSHIP

-MAINTAINING THE ENVIRONMENT

-OBEYING LAWS AND REGULATIONS

-LEGAL RIGHTS, E.G., AS A MINOR, HANDICAPPED PERSON, ETC.

•PARTICIPATION IN COMMUNITY ACTIVITIES

•PARTICIPATION IN GOVERNMENT SYSTEM (E.G., VOTING)

10.5 THE SOCIAL SKILLS AREA IS A BROAD AND VARIED CURRICULUM AREA. WE HAVE DISCUSSED A NUMBER OF BROAD ISSUES AND PRESENTED A GENERAL STRUCTURE FOR MAKING EFFICIENT CURRICULUM DECISIONS.

10.6 SUMMARY OF PART 3

10.6.1 IN PART THREE OF THIS MODULE, OUR DISCUSSION FOCUSED ON TWO MAJOR CURRICULUM AREAS: CAREER/VOCATIONAL AND FUNCTIONAL SOCIAL SKILLS. IN THE CAREER/VOCATIONAL SECTION WE COVERED:

10.6.1.1 CONTEXTUAL GUIDLELINES FOR MAKING VOCATIONAL CURRICULUM DECISIONS.

10.6.1.2 A FOUR STEP GUIDE FOR DIRECTING CURRICULUM DECISIONS IN THE CAREER/VOCATIONAL AREA.

10.6.1.3 GUIDELINES FOR SELECTING, ADAPTING, AND/OR DEVELOPING CURRICULUM FOR TEACHING GENERALIZED PREREQUISITE WORK-RELATED SKILLS.

IN THE FUNCTIONAL SOCIAL SKILLS CURRICULUM AREA, WE COVERED:

10.6.1.4 BASIC GUIDELINES FOR MAKING CURRICULUM DECISIONS.

10.6.1.5 PERSONAL AND INTERPERSONAL SOCIAL SKILLS FOR THE HANDICAPPED ADOLESCENT AND YOUNG ADULT.

10.6.1.6 A COMMUNITY BASED STRUCTURE FOR APPLYING THE PERSONAL AND INTERPERSONAL SKILL COMPETENCIES.

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DIRECT INTERVENTIONIST APPROACH (T-1.0)

ACTIVE

RESPONSIBLE

FUNCTIONAL

PERFORMANCE-BASED

DYNAMIC

****

ASSESSMENT AND EVALUATION (T-2.0)

ASSESSMENT = PROCEDURES FOR COLLECTING STUDENT PERFORMANCE DATA (I.E., MEASUREMENT)

EVALUATION = THE INSTRUCTIONAL DECISION-MAKING PROCESS CONDUCTED ON THE DATA COLLECTED FROM THE ASSESSMENT PROCESS

SUMMATIVE ASSESSMENT AND EVALUATION: INVOLVES THE MEASUREMENT OF STUDENT LEARNING AGAINST A SPECIFIC LONG-TERM OBJECTIVE AT THE BEGINNING AND END OF INSTRUCTION.

FORMATIVE ASSESSMENT AND EVALUATION: INVOLVES THE CONTINUOUS MEASUREMENT AND ANALYSIS OF STUDENT PERFORMANCE AND CURRICULUM DURING THE INSTRUCTIONAL PROCESS

DATA-BASED DECISION-MAKING: CURRICULAR MODIFICATIONS BASED UPON FORMATIVE ASSESSMENT DATA

LEVELS OF ASSESSMENT (T-2.4)

LEVEL ONE: WRITTEN DOCUMENTS OR ARCHIVES

LEVEL TWO: INTERVIEWS AND VERBAL REPORTS

LEVEL THREE: FORMAL AND INFORMAL WRITTEN TESTS

*** LEVEL FOUR: DIRECT OBSERVATIONAL DATA

****

FACTORS AFFECTING CURRICULUM DECISIONS (T-3.0)

STUDENT

TEACHER

SOCIAL ENVIRONMENT OF THE ADOLESCENT/YOUNG ADULT

SCHOOL OR EDUCATIONAL PLACEMENT

MASS MEDIA

****

DECISIONS FOR SELECTING AND USING CURRICULUM (T-4.0)

DO APPROPRIATE COMMERCIALLY PREPARED MATERIALS EXIST?

CAN AVAILABLE MATERIALS BE ADAPTED?

ARE TEACHER-MADE MATERIALS REQUIRED?

CONSIDERATIONS FOR COMMERCIALLY PREPARED MATERIALS (T-4.2)

GENERAL INFORMATION

NAME AND PUBLISHER

MAJOR SKILL CONCENTRATION

TYPE OF LEARNING BEING ADDRESSED

TYPE OF INSTRUCTION

COST AND DURABILITY

TARGET AGE AND INTEREST LEVEL

RESEARCH AND FIELD TEST DATA

CLASSROOM OR SCHOOL MATERIALS REQUIREMENT

DEGREE OF OVERLAP AND/OR COMPATIBILITY WITH CURRENT CURRICULUM

****

A P P L I C A T I O N T O T E A C H I N G (T-4.2.2.1)

SKILLS AND SKILL SEQUENCING

ARE SKILLS FUNCTIONAL AND NEEDED BY STUDENT?

ARE SKILLS USEFUL TO STUDENT OUTSIDE THE INSTRUCTIONAL SETTING?

DOES SKILL EXTEND BEYOND THE STUDENT'S CURRENT FUNCTIONING LEVELS?

ARE STEP SIZES BETWEEN SKILLS IN THE SEQUENCE SUFFICIENTLY SMALL AND ADAPTABLE?

ARE PERFORMANCE CRITERIA SPECIFIED FOR SKILL SEQUENCES?

ARE FUNCTIONAL SKILLS AND FUNCTIONAL SKILL TRAINING ROUTINES INCLUDED?

ARE SKILLS AND SKILL SEQUENCES ADAPTABLE TO INDIVIDUAL NEEDS?

IMPLEMENTATION QUESTIONS (T-4.2.2.2)

WHAT ARE THE PREREQUISITE SKILLS
REQUIRED FOR TEACHER AND STUDENT USE?

WHAT RESPONSE REQUIREMENTS DOES THE
STUDENT NEED TO ENGAGE THE CURRICULUM?

ARE TEACHING ACTIVITIES PRESENT AND
IMPLEMENTABLE FOR SKILLS SEQUENCES?

ARE INSTRUCTIONS FOR IMPLEMENTATION
ADEQUATE FOR TEACHERS AND PARAPROFESSIONALS?

DO TEACHING ACTIVITIES REQUIRE MATERIALS
WHICH ARE NOT READILY AVAILABLE IN THE CLASSROOM?

ARE TEACHING ACTIVITIES FOR PROMOTING GENERALIZED
RESPONDING INCLUDED AND DESCRIBED?

DOES CURRICULUM SUPPORT OTHER CURRICULUA
IN USE IN THE PRESENT INSTRUCTIONAL SETTING?

ARE THE KIND AND NUMBER OF INSTRUCTIONAL
ACTIVITIES AND ALTERNATIVES SUFFICIENT?

WHAT IS THE RELATIVE BALANCE BETWEEN DIRECT
INSTRUCTION AND PRACTICE/INDEPENDENT WORK TIME?

ARE THE INSTRUCTIONAL ACTIVITIES MODIFIABLE TO
MEET INDIVIDUAL LEARNING AND TEACHING REQUIREMENTS?

****

EVALUATION AND RECORD-KEEPING CONSIDERATIONS (T-4.2.2.3)

DOES THE EVALUATION SYSTEM MEASURE THE
STATED INSTRUCTIONAL TARGETS OR OBJECTIVES?

DOES THE CURRICULUM PRESENT A RECORD-KEEPING SYSTEM WHICH ALLOWS
THE REGULAR ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE?

DOES THE CURRICULUM PRESENT A SYSTEM FOR
MAKING EDUCATIONAL PROGRAMMING DECISIONS?

ARE THE ASSESSMENT AND EVALUATION PROCEDURES COMPATIBLE
WITH THE CURRENT CLASSROOM RECORD-KEEPING SYSTEM?

DOES THE CURRICULUM ALLOW FOR MEANINGFUL
FEEDBACK TO BE GIVEN TO STUDENTS?

ARE REMEDIATION STRATEGIES AVAILABLE FOR
VARIATIONS IN INDIVIDUAL PERFORMANCE?

OTHER CONSIDERATIONS FOR BEHAVIOR AND CLASSROOM MANAGEMENT
(T-4.2.2.4)

WHAT ARE THE SPACE REQUIREMENTS FOR STORING AND PRESENTING THE CURRICULUM?

HOW MUCH TIME IS REQUIRED TO PREPARE FOR OR SET UP THE PRESENTATION OF INSTRUCTION?

WHAT ARE THE TIME REQUIREMENTS FOR PRESENTING THE TOTAL CURRICULUM?

HOW ADAPTABLE IS THE CURRICULUM TO VARIED TIME AND SETTINGS LIMITS?

****

CONSIDERATIONS FOR ADAPTING CURRICULUM
(T-4.3.1)

GENERAL CONSIDERATIONS

CLARITY OF DIRECTIONS

INTEREST OR MOTIVATION

TEACHING ADAPTATIONS

CLEARLY DEFINED AND QUANTIFIABLE SKILLS AND SKILL SEQUENCES

MODIFICATIONS OF IMPLEMENTATION PROCEDURES

ADAPTING THE EVALUATION PROCEDURES

ADAPTATIONS TO MEET CLASSROOM MANAGEMENT REQUIREMENTS

DEVELOPMENT OF TEACHER-MADE MATERIALS (T-4.4)

GENERAL CONSIDERATIONS

AVOID "RE-INVENTING THE WHEEL"

CLEARLY DEFINE INSTRUCTIONAL OBJECTIVES

TEACHING CONSIDERATIONS

REDUCE THE LIKELIHOOD FOR ERRORS AND FAILURE

CLEAR AND UNDERSTANDABLE DIRECTIONS

CLEAR AND IMPLEMENTABLE INSTRUCTION

FORMATIVE EVALUATION PROCEDURES

****

(T-5.2)
ASSUMPTIONS AND CONDITIONS FOR
ACADEMIC CURRICULUM DEVELOPMENT

FUNCTIONAL AND MEANINGFUL ACADEMIC CURRICULUM

INDIVIDUALIZED CURRICULUM

AGE-APPROPRIATE MOTIVATION SYSTEM

READING CURRICULUM CONSIDERATIONS (T-6.4)

INTEGRATE READING CURRICULUM INTO TOTAL ACADEMIC AND SOCIAL BEHAVIOR CURRICULUM

DESIGN ACTIVITIES THAT WILL FACILITATE ACQUISITION OF THE READING SKILLS AND CONTENT

INCORPORATE A LANGUAGE EXPERIENCE APPROACH

PROVIDE AN INDIVIDUALIZED READING CURRICULUM

PROVIDE HIGH INTEREST - LOW VOCABULARY READING MATERIALS

****

READING RELATED VOCABULARY, COMPREHENSION, AND STUDY SKILLS (T-6.5.1)

LEARNING TO READ

READING TO LEARN

****

SIMPLE READING COMPREHENSION SKILLS (T-6.5.3.1)

LITERAL COMPREHENSION

MAINTENANCE AND RECALL OF INFORMATION

SEQUENCING

SUMMARIZATION

INFERENCING

CRITICAL COMPREHENSION READING SKILLS (T-6.5.3.2)

IDENTIFICATION OF AUTHOR'S CONCLUSIONS

DISTINGUISHING BETWEEN OPINION AND FACT

DETERMINING THE VALIDITY OF INFORMATION

IDENTIFYING FAULTY ARGUMENTS AND POSING COUNTER RESPONSES

****

READING-RELATED STUDY SKILLS (T-6.5.4)

READING IN TEXTBOOKS:	VOCABULARY LOAD
	CONTENT
	PREREQUISITE KNOWLEDGE
	STYLE OR ORGANIZATION
STUDY-RELATED SKILLS:	PREVIEWING
	SILENT READING
	LOCATING MATERIAL IN READING
	LOCATING AND INTERPRETING INFORMATION
	LOCATING BOOKS AND OTHER WRITTEN INFORMATION IN THE LIBRARY
	OUTLINING AND TAKING NOTES
	APPLYING WHAT HAS BEEN READ

BASIC MATH CURRICULUM (T-7.2.1)

ADDITION

SUBTRACTION

MULTIPLICATION

DIVISION

FRACTIONS:
- ADDITION
- SUBTRACTION
- MULTIPLICATION
- DIVISION

DECIMALS:
- ADDITION
- SUBTRACTION
- MULTIPLICATION
- DIVISION
- PERCENTS

MONEY

TIME

MEASUREMENT:
- LINEAR
- LIQUID AND DRY
- WEIGHT

GEOMETRY

****

APPLYING BASIC MATH IN FUNCTIONAL SKILLS (T-7.2.2)

PROBLEM SOLVING

APPLYING MATHEMATICS TO EVERYDAY SITUATIONS

ESTIMATION AND APPROXIMATION

APPROPRIATE COMPUTATIONAL SKILLS

GEOMETRY

MEASUREMENT

TABLES, CHARTS, AND GRAPHS

MAKING PREDICTIONS

COMPUTER LITERACY

CONSIDERATIONS IN MAKING MATH CURRICULUM DECISIONS (T-7.3)

INTEGRATE THE MATH CURRICULUM

INCORPORATE MATH SKILLS INTO TOTAL LANGUAGE EXPERIENCE APPROACH

PROVIDE AN INDIVIDUALIZED READING CURRICULUM THAT APPLIES MATH SKILLS

****

SELECTING MATH CURRICULUM (T-7.4)

EVALUATE VOCABULARY LOAD

EVALUATE READING LEVEL

EVALUATE CONTENT AND OBJECTIVES STRESSED

EVALUATE PREREQUISITE KNOWLEDGE REQUIRED

EVALUATE STYLE OR ORGANIZATION OF THE MATERIAL

****

ORAL COMMUNICATIONS: SETTING OR INTERPERSONAL CONTEXTS
(T-8.2.2)

ONE-TO-ONE

ONE-TO-A-FEW

ONE-TO-MANY

ONE-TO-MASS

COMPETENCIES IN AN ORAL COMMUNICATION CURRICULUM
(T-8.2.4)

DEVELOP AND COMMUNICATE IDEAS CLEARLY AND SPECIFICALLY

COLLECT INFORMATION TO EXPRESS AND DEFEND STANCE OR IDEA

TRANSMIT INFORMATION FROM ONE SOURCE TO ANOTHER

ASK CLEAR QUESTIONS TO OBTAIN INFORMATION

ANSWER QUESTIONS CLEARLY AND SUCCINCTLY

GIVE ACCURATE AND SPECIFIC DIRECTIONS

SUMMARIZE INFORMATION FOR OTHERS

PARTICIPATE SPONTANEOUSLY IN GROUP DISCUSSIONS

EXPRESS AN OPINION IN APPROPRIATE MANNER TO SITUATION

INITIATE POSITIVE GREETINGS AND FAREWELLS TO OTHERS, AND OTHER SIMILAR SOCIAL RITUALS

CONTRIBUTE NEW OR PERSONAL INFORMATION TO DISCUSSION

PROPOSE SOLUTIONS TO GROUP PROBLEM SOLVING ACTIVITY

DESCRIBE ANOTHER PERSON'S VIEWPOINT

DESCRIBE DIFFERENCES IN OPINIONS

COMMUNICATE FEELINGS TO OTHERS

USE WORDS, PRONUNCIATIONS, AND GRAMMER APPROPRIATE TO GIVEN SITUATION

USE NONVERBAL SIGNALS WHICH ARE APPROPRIATE TO A GIVEN SITUATION

USE VOICE APPROPRIATELY AND EFFECTIVELY

INDICATE IN APPROPRIATE MANNER WHEN UNDERSTANDING IS UNCLEAR OR CLEAR

PRACTICING ORAL COMMUNICATION COMPETENCIES (T-8.2.5)

PRACTICE WITH VARIED NUMBERS AND KINDS OF PERSONS

PRACTICE IN VARIED SETTINGS AND SETTING CONDITIONS

PRACTICE WITH VARIED DISCUSSION FORMATS

****

COMPETENCIES FOR A LISTENING SKILLS CURRICULUM (T-8.3.2)

ACKNOWLEDGE THE SPEAKER

ENGAGE IN APPROPRIATE NON-VERBAL BEHAVIORS

IDENTIFY MAIN IDEAS

DETERMINE DIFFERENCE BETWEEN FACTS AND OPINION

DISCRIMINATE BETWEEN INFORMATIVE AND PERSUASIVE MESSAGES

DETERMINE WHETHER LISTENER UNDERSTANDS COMMUNICATION

FOLLOW VERBAL DIRECTIONS ACCURATELY

ATTEND TO SPEAKER

****

CRITICAL COMPETENCIES FOR A WRITTEN COMMUNICATION CURRICULUM (T-8.4.1)

LEGIBILITY

SPELLING

EXPRESSION OF MEANING

DETERMINING FORMAT FOR WRITING INFORMATION

GUIDELINES FOR CAREER AND VOCATIONAL EDUCATION CURRICULUM
(T-9.2.1)

MATCH CAREER/VOCATIONAL LEARNING EXPERIENCES
TO INDIVIDUAL STUDENT'S NEEDS

PUBLIC SECONDARY SCHOOL, CORRECTIONAL EDUCATION,
AND MANY ALTERNATIVE OR DIVERSIONARY PROGRAMS DO
NOT PROVIDE A LEARNING OR WORKING ENVIRONMENT THAT
CORRESPONDS TO REAL WORLD WORK SETTINGS

- ASSESS WORK REQUIREMENTS
- TEACH TRANSFERABLE JOB-RELATED SKILLS
- INCREASE REAL WORLD WORK EXPERIENCES

****

FOUR STEPS IN CAREER/VOCATIONAL CURRICULUM DECISIONS
(T-9.3)

STEP 1: ASSESS INDIVIDUAL STUDENT WEAKNESSES AND STRENGTHS

STEP 2: IDENTIFY INDIVIDUAL CAREER AND VOCATIONAL OPTIONS

STEP 3: IDENTIFY GENERALIZED PREREQUISITE SKILLS

STEP 4: IDENTIFY SPECIFIC WORK-RELATED SKILLS

PERSONAL AND INTERPERSONAL JOB-RELATED SKILLS
(T-9.4.2)

APPROPRIATE DRESS AND GROOMING HABITS

PREPARATION AND MANAGEMENT OF MEALS BEFORE AND DURING WORK HOURS

MANAGEMENT OF PERSONAL TIME AND TIMELINES

APPROPRIATE LANGUAGE AND COMMUNICATION SKILLS WITH OTHERS

APPROPRIATE USE AND MANAGEMENT OF TRANSPORTATION

ADEQUATE MONEY MANAGEMENT SKILLS

APPROPRIATE TELEPHONE SKILLS AND ETIQUETTE

ENGAGING IN APPROPRIATE SOCIAL INTERACTIONS WITH FELLOW WORKERS

****

JOB SECURING AND PREPARATION SKILLS
(T-9.4.3)

FINDING A JOB

REQUESTING JOB APPLICATION INFORMATION

FILLING OUT JOB APPLICATIONS

PREPARING AND SUBMITTING A RESUME OR VITA

DEVELOPING AND OBTAINING REFERENCE PERSONS AND REFERENCE MATERIALS

PREPARING FOR AND PARTICIPATING IN INTERVIEWS

WORK-RELATED SKILLS
(T-9.4.4)

ACCEPTING FEEDBACK FROM SUPERVISORS

WORKING INDEPENDENTLY WITH MINIMUM SUPERVISORY GUIDANCE

EXPRESSING INTEREST IN LEARNING

SETTING PERSONAL GOALS FOR ADVANCEMENT AND IMPROVEMENT

GETTING ALONG WITH FELLOW WORKERS

MEETING TIMELINES AND DEADLINES

SHOWING BEST EFFORT

UNDERSTANDING AND OBEYING WORK RULES AND PROCEDURES

DEMONSTRATING ADEQUATE SAFETY HABITS FOR SELF AND OTHERS

RESPECTING THE WORK ENVIRONMENT

****

GUIDELINES FOR A FUNCTIONAL SKILLS CURRICULUM
(T-10.2)

INDIVIDUALIZED

ADEQUATE AMOUNT AND VARIETY OF PRACTICE EXPERIENCES

DIRECTLY APPLICABLE AND MEANINGFUL TO IMMEDIATE AND LONG-TERM LIVING NEEDS

FOCUS ON "CRITICAL EFFECT" CURRICULUM

GENERALIZABILITY

PERSONAL AND INTERPERSONAL SOCIAL SKILLS CURRICULUM (T-10.3)

(ADAPTED FROM GOLDSTEIN, ET AL., 1980)

BEGINNING SOCIAL SKILLS

LISTENING
STARTING A CONVERSATION
HAVING A CONVERSATION
ASKING A QUESTION
SAYING "THANK YOU"
INTRODUCING YOURSELF
INTRODUCING OTHER PEOPLE
GIVING A COMPLIMENT
RESPONDING APPROPRIATELY WHEN NAME CALLED

ADVANCED SOCIAL SKILLS

ASKING FOR HELP
JOINING IN
GIVING INSTRUCTIONS
FOLLOWING INSTRUCTIONS
APOLOGIZING
CONVINCING OTHERS
ATTENDING TO BEHAVIORS OF OTHERS
RESPECTING ACTIVITIES AND PROPERTY OF OTHERS
ACCEPTING PRAISE FROM OTHERS
WAITING TURN
SHARING WITH OTHERS
CONFORMING TO DECISIONS OF OTHERS
ACCEPTING NEW PARTICIPANTS TO AN ON-GOING ACTIVITY
RESPONDING APPROPRIATELY TO POSITIVE PEER PRESSURE

(T-10.3.3)

SKILLS FOR DEALING WITH FEELINGS

KNOWING YOUR FEELINGS

EXPRESSING YOUR FEELINGS

UNDERSTANDING THE FEELINGS OF OTHERS

DEALING WITH SOMEONE ELSE'S ANGER

EXPRESSING AFFECTION

DEALING WITH FEAR

REWARDING YOURSELF

SKILL ALTERNATIVES TO AGGRESSION

ASKING PERMISSION

SHARING SOMETHING

HELPING OTHERS

NEGOTIATION

USING SELF-CONTROL

STANDING UP FOR YOUR RIGHTS

RESPONDING TO TEASING

AVOIDING TROUBLE WITH OTHERS

KEEPING OUT OF FIGHTS

ACCEPTING HELP FROM OTHERS IN A CRISIS

ACCEPTING CONSTRUCTIVE CRITICISM FROM OTHERS

SKILLS FOR DEALING WITH STRESS

MAKING A COMPLAINT

ANSWERING A COMPLAINT

SPORTSMANSHIP AFTER A GAME

DEALING WITH EMBARRASSMENT

DEALING WITH BEING LEFT OUT

STANDING UP FOR A FRIEND

RESPONDING TO PERSUASION

RESPONDING TO FAILURE

DEALING WITH CONTRADICTORY MESSAGES

DEALING WITH AN ACCUSATION

GETTING READY FOR A DIFFICULT CONVERSATION

DEALING WITH GROUP PRESSURE

PLANNING SKILLS

DECIDING ON SOMETHING TO DO

DECIDING WHAT CAUSED A PROBLEM

SETTING A GOAL

DECIDING ON YOUR ABILITIES

GATHERING INFORMATION

ARRANGING PROBLEMS BY IMPORTANCE

MAKING A DECISION

CONCENTRATING ON A TASK

(T-10.4.1)

EIGHT DOMAINS OF THE TOTAL COMMUNITY OF THE ADOLESCENT/YOUNG ADULT

(ADAPTED FROM VALLETUTTI AND BENDER, 1982)

"INDIVIDUAL AS RESPONSIVE PERSON"

- RELATIVE OR FRIEND
- NEIGHBOR
- MATE
- PARENT
- WORKER
- STRANGER OR NEW ACQUAINTANCE

"INDIVIDUAL AS MEMBER OF A HOUSEHOLD"

- MANAGEMENT OF FOOD
- MANAGEMENT AND CARE OF CLOTHING
- PERSONAL GROOMING AND APPEARANCE
- COMMUNICATION AND WORKING WITH OTHERS SKILLS
- GENERAL HOME MAINTENANCE
- GENERAL HEALTH AND NUTRITION
- APARTMENT MAINTENANCE
- HOME SAFETY

(T-10.4.4)

"INDIVIDUAL AS TRAVELER"

USE OF PUBLIC TRANSPORTATION

USE OF PERSONAL TRANSPORTATION MEANS

USE OF TRANSPORTATION AIDS

GIVING TRAVEL INFORMATION TO OTHERS

TRANSPORTATION FOR WORK, RECREATION, ETC

TRANSPORTATION AS A PEDESTRIAN

RULES OF THE ROAD

"INDIVIDUAL AS A LEARNER"

GETTING READY FOR SCHOOL OR TRAINING PROGRAMS

TRAVELING TO SCHOOL OR OTHER TRAINING PROGRAMS

SCHOOL OR TRAINING PROGRAM RELATED SKILLS

ACCESSING ALTERNATIVE INFORMATION SOURCES

EXTRACURRICULAR ACTIVITIES

VOCATIONAL-RELATED ACTIVITIES

"INDIVIDUAL AS WORKER"

INVESTIGATING POSSIBLE JOB SOURCES

APPLYING FOR WORK

GETTING READY FOR WORK

OBEYING WORK RULES AND POLICIES

USING APPROPRIATE ON-THE-JOB SKILLS

(T-10.4.7)

"INDIVIDUAL AS A PARTICIPANT IN LEISURE EXPERIENCES"

PLAYING GAMES

SPORTS AND PHYSICAL FITNESS

CAMPING AND OUTDOOR ACTIVITIES

NATURE STUDY, APPRECIATION, AND DEVELOPMENT

HOBBY ACTIVITIES

CRAFT ACTIVITIES

ART ACTIVITIES

ENTERTAINMENT AND CULTURAL ACTIVITIES

DAILY LEISURE ACTIVITIES

"INDIVIDUAL AS CONSUMER OF GOODS AND SERVICES"

CONSUMER OF GOODS

CONSUMER OF SERVICES

FINANCIAL CONSUMERISM

DEALING WITH ADVERTISING

MONEY MANAGEMENT

••

(T-10.4.9)

"INDIVIDUAL AS RESPONSIBLE AND RESPONSIVE CITIZEN"

CITIZENSHIP

MAINTAINING THE ENVIRONMENT

OBEYING LAWS AND REGULATIONS

LEGAL RIGHTS

PARTICIPATION IN COMMUNITY ACTIVITIES

PARTICIPATION IN GOVERNMENT SYSTEMS

C/SET MODULE: _____ DATE: _____

TRAINER: _____

Please answer the following questions as honestly as you can. Your responses will be used for the following purposes:

1. To assist trainers in evaluating training effectiveness.
2. To assist in planning future training sessions.
3. To assist in revising C/SET training modules.

General Questions (Check One)

1. Was your attendance at the session(s):

___ a. by your own initiative to gain information on the topical areas?

___ b. by your own initiative as respite from the classroom?

___ c. a requirement you felt good about?

___ d. a requirement you would rather not have had?

Comment (Optional): _____

2. Training session(s) were:

___ a. held at a convenient time and day of the week.

___ b. held at a convenient time but not a convenient day of the week.

___ c. held at a poor time but on an appropriate day of the week.

___ d. neither convenient as to time or day of the week.

Comment (Optional)_____

Suggestions for better time and/or day (optional): _____

3. How appropriate was the length of the training session(s)?

___ much too long
___ somewhat long
___ just right
___ somewhat short
___ much too short

Comment (Optional): _____

Specific Questions (Check One)

1. What is your overall reaction to the information presented in the session(s):

___ I see little or no application
___ I might apply it, but first I need more information
___ I might apply it, but first I need more in-situation feedback and support
___ I will apply it; it could result in an increased effectiveness
___ I have applied it and have found it useful
___ I have applied it and have found it to be ineffective

Comment (Optional): _____

2. The information presented was:

___ new and exciting
___ the same old stuff with a different bend
___ nothing new

Comment (Optional): _____

3. The presentor was:

___ knowledgeable and interesting
___ knowledgeable yet boring
___ unsure about the content, yet interesting
___ unsure about the content and boring

Comment: _____

4. Media used in the session(s) was:

___ very effective
___ adequate
___ poor

Comment: _____

_____

Please send completed evaluations to:

C. Michael Nelson, Ed.D.
Department of Special Education
University of Kentucky
Lexington, KY 40506

5. What was the most important learning that resulted from the session(s)?

6. What was disappointing about the session(s)? What did you need or expect to learn that you didn't?

7. What will you do differently in your classes as a result of the training session(s)?

8. Other comments or suggestions: